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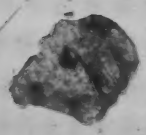

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The University of Alberta

The Effect of a Human Relations Training Course on Interpersonal Alienation, Self-Awareness, Interpersonal Sensitivity and Self-Disclosure

by

© Michael Firmin Pashelka

A Thesis
submitted to the Faculty of Graduate Studies and Research
in partial fulfilment of the requirements for the degree
of Master of Education
in
Educational Psychology

EDMONTON, ALBERTA

FALL, 1977

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "The Effect of Human Relations Training on Interpersonal Alienation, Self-Awareness, Interpersonal Sensitivity and Self-Disclosure" submitted by Michael Firmin Pashelka in partial fulfilment of the requirements for the degree of Master of Education.

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ABSTRACT

The thesis upon which the present study was based was that a Human Relations Training group which encompassed both experiential and didactic aspects of training would bring about positive changes in levels of interpersonal alienation, self-awareness, interpersonal sensitivity and self-disclosure for the participants.

Indices of the above four variables were obtained from each participant approximately three weeks prior to the commencement of the HRT and again immediately following.

Although a significant decrease in feelings of alienation and a significant positive change on measures of self-actualization were obtained, no significant differences were indicated in self-awareness, interpersonal sensitivity and self-disclosure.

The results of the study cast doubt on the validity of some of the test instruments used. The study concludes with some suggestions for improvement in design for similar research.

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TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Purpose of the Study	5
	Organization of the Remainder of the Thesis	6
II.	REVIEW OF THE LITERATURE	7
	Leadership	8
	HRT and Interpersonal Alienation	10
	Interpersonal Alienation and Related Components of Anomie	13
	HRT and Self-Awareness	15
	HRT and Interpersonal Sensitivity	19
	HRT and Self-Disclosure	25
	Critical Summary of Studies Cited	35
III.	DESIGN AND PROCEDURE	36
	The Treatment and the Setting	36
	Definition of Terms	40
	Hypotheses	44
	The Subjects	46
	The Instruments	49
	Procedure	54
IV.	RESULTS AND INTERPRETATION OF DATA	55
	Statistical Treatment	55
	Testing of the Hypotheses	56
	Correlational Data	59

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 65

Summary 65

Conclusions 67

Recommendations 71

***

BIBLIOGRAPHY 74

APPENDIX A. BROCHURE OF HRT..... 80

LETTER TO REGISTRANTS 82

APPENDIX B. LIST OF READINGS 85

APPENDIX C. GUIDE TO TEST INSTRUMENTS 86

DAAL QUESTIONNAIRE 87

LIST OF TABLES

Table	Description	Page
1	Distribution of Subjects by Age	47
2	Distribution of Subjects by Level of Education and Faculty	48
3	Means, Standard Deviations, and t Values of Dependent Variables From Pre-test to Post-test	57
4	Intercorrelations Among all Variables for Pre-test and Post-test	60
5	Correlations Between Pre-test and Post-test Variables	62
6	Correlations Between the Pre-test and Post-test Means of Interpersonal Alienation and Individual Items of the Loving Behavior Inventory	63

CHAPTER I

Introduction

In a rather poignant episode from a television movie entitled "Scenes from a Marriage", written and directed by Ingmar Bergman (1974) the two main characters, Johan and Marianne, after eleven years of marriage, meet alone late in the evening at Johan's office to sign divorce papers. Their marriage had been characterized earlier in the movie as a sham relationship in which platitudes and conformity to a manufactured image of an ideal marriage formed the cornerstone of their relationship. In contrast to Marianne's rather aloof and casual manner this evening brought about perhaps by extreme hurt in Johan's sudden leaving a few months before, Johan is somewhat melancholy.

> JOHAN: I'll tell you something banal. We're emotional illiterates. And not only you and I-- practically everybody, that's the depressing thing. We're taught everything about the square root of pi, or whatever the hell it's called, but not a word about the soul. We're abysmally ignorant about both ourselves and others. There's a lot of loose talk nowadays to the effect that children should be brought up to know all about brotherhood and understanding and coexistence and equality and everything else that's all the rage just now. But it doesn't dawn on anyone that we must first learn something about ourselves and our own feelings. Our own fear and loneliness and anger. We're left without a chance, ignorant and remorseful among the ruins of our ambitions. To make a child aware of its soul is something almost indecent. You're regarded as a dirty old man. How can you ever understand other people if you don't know anything about yourself? Now you're yawning, so that's the end of the lecture. I had nothing more to say anyway. (p. 152)

Johan's words are pathetically touching and perhaps all the more so

because many of us have experienced a similar despairing alienation at one time or another. For others it characterizes their psychological and interpersonal existence for a large part of their lives. The loneliness, disenchantment, alienation and desparate lack of relatedness expressed by Johan is a prevalent and serious concern in modern society. Enhancement of one's psychological well being and improvement in interpersonal functioning are universally sought after goals. Merely enduring stress is no longer palatable as evidenced by the increasing demand for methodologies to improve human relations and individual functioning. Courses and programs in parenting skills, marriage preparation and marriage enrichment, business and industrial relations and numerous personal growth centers that offer training in meditation, yoga, biofeedback and sexuality abound and can be found in almost all urban centers. Johnson (1972) writes: "The values of our society seem to be changing from an achievement-oriented, puritanical emphasis to a self-actualizing emphasis on the development of personal resources and the experiencing of joy and a sense of fulfilment in one's life" (p. 2). In short, there appears to be a much greater emphasis in employing our full capacities to live fuller and more effective lives.

Over the past two and one-half decades there has emerged a form of group training allied with humanistic-existentialistic psychology that has shown itself to be a promising way in which to move towards personality growth. This training is practiced in myriad variations, some of which are known as T-Group, Encounter

Group, Sensitivity Training, Actualization Workshops, Human Relations Training, Laboratory Training and so on. The techniques and skills employed within these orientations to enchance personality growth are almost as diverse as the leaders of these groups themselves. There are differences in group composition, leadership style, length of duration, amount of experiential learning as opposed to didactic instruction, etc. Yet, a common feature of all is an emphasis on the development of interpersonal communication skills through the study of the processes of social interaction within the group itself. This sometimes occurs as a result of experiential methods alone, but often is in combination with didactic training as well. (Argyle, 1972, p. 238-247; Rogers, 1970). Some more explicit goals of Human Relations Training are attempts by use of group processes to make individuals more subjectively aware of their own needs, or wishes conjointly with the personal development of their sensitivity to the needs of others (Bass, 1962; French, Sherwood & Bradford, 1966; Harrison, 1966; Rubin, 1967). In addition the very nature of this training with its stress on honesty, intimacy and concern (Bentley, 1971; Rogers, 1970; Schutz, 1967) requires disclosure of central or important aspects of oneself. Moreover, this self-disclosure requires the courage to let ourselves be fully known. According to Jourard (1964) it is only by letting ourselves be known "in full and spontaneous honesty" that we come to know ourselves; that is, become self-aware, or perceive our real self accurately. Jourard (1964, p. 27) writes:

> Full disclosure of the self to at least one significant human being appears to be one means by which a person discovers not only the breadth and depth of his needs and feelings but also the nature of his own self-affirmed values.

Furthermore, Schutz (1967), in describing an encounter group writes:

> The process of achieving personal growth begins with the exploration of feelings within the group and proceeds to wherever the group members take it. A strong effort is made to create an atmosphere of openness and honesty in communicating with each other. Ordinarily, a strong feeling of group solidarity develops and group members are able to use each other very profitably.

Self-awareness, the by-product of such self-disclosure, may be seen as a mobilizing force for personality growth. It provides us with a conscious motivation for realizing potentiality, much like hunger mobilizes us to seek and secure food. Without self-awareness, or full contact with our real self being, we become, as Horney (1950, p. 157) terms it "self-alienated". Furthermore this loss of contact with our real selves, self-alienation, gives rise to a consequent interpersonal alienation, that is alienation from our fellows (Weiss, 1961). Keniston (1968, p. 332) describes severely alienated youth in this way:

> Their sense of themselves seems precarious and disunified; they often doubt their own continuing capacity to cope; they have little positive sense of relatedness to other people; the boundaries of their own egos are diffuse and porous. Strong in opposition, these students are weak in affirmation; unable to articulate what they stand for, they have little sense of self to stand on.

The other aforementioned goal of human relations training (HRT)

is increased sensitivity to the needs and feelings of others (Argyle, 1972, p. 238; Bradford, Gibb and Benne, 1964; Campbell and Dunnette, 1968). Schutz (1967, p. 57) in discussing the enchancement of personal functioning in groups writes:

> The job of helping a person become more open and enriched is therefore threefold: 1) removal of emotional blocks; 2) development of an awareness of himself and his feelings; and 3) development of a sensitivity and perceptiveness about other people and the world around him.

Moreover, the variables of self-disclosure, self-awareness, interpersonal sensitivity and interpersonal alienation appear to have, in theoretical literature, important conceptual relationships to mental health (Allport, 1955; Fromm, 1955; Horney, 1950; and, Maslow, 1968). HRT as a methodology purported to improve psychological and interpersonal efficiency has been theorized and experimentally shown to have varying effect on all of these variables (Bass, 1962; Culbert, 1968; Dunnette, 1969; Lieberman, Yalom & Miles, 1973; and, Oshry & Harrison, 1966). Although there have been numerous research studies that have measured the effect of various group human relations training methodologies on one or more of these variables, this writer is aware of only one other study (Lieberman, et al, 1973) that has examined the differential effect on all four as dependent variables.

Purpose of the Study

This study is designed to investigate the differential effects of a five-day "live in" HRT course on measures of interpersonal alienation, self-awareness, interpersonal sensitivity and self-

disclosure.

Organization of the Remainder of the Thesis

In Chapter I, the relevance of the present study as well as the conceptual relationships of the dependent variables were discussed. Chapter II is devoted to a review of literature pertaining to research and theoretical framework of HRT and the dependent variables. Chapter III includes a description of the treatment and a definition of the terms and formulated hypotheses. Also the subjects, instruments and test procedure adopted are described. In Chapter IV the statistical treatment is described and the results are reported. Chapter V includes the summary as well as the study's conclusions and recommendations for further study and research.

CHAPTER II

REVIEW OF THE LITERATURE

Overview

Research in HRT has burgeoned since 1947 with the establishment of the National Training Laboratory in Bethel, Maine. The popularity of HRT is evidenced by numerous popular books and movies on the market of both a fictional and non-fictional nature dealing wholly or in part with HRT. This scientific appraisal of the group process as well as HRT's effect on "internal" variables, i.e., attitudes, interpersonal perception, personality and "external" behavioral variables has also mushroomed albeit with less emphasis on the latter. It may be that there has been no single development in psychology with the exception of Binet's construction of an instrument to measure intelligence, which has provoked such a flury of scientific investigation with popular support, than the discovery of group training methodology.

Although there have been numerous voices in the scientific community that have expressed the need for caution and restraint, particularly in the selection of the participants and the training and preparation of the group leaders (Reddy, 1970; Messarik, 1972) and vehement protestors -- one practitioner compares group leaders to the camp doctors who performed the atrocious medical experiments in Nazi Germany (Crawshaw, 1969) -- they have done little to slow their development and expanse, in their kaleidoscopic variations, on campuses, in business and industry, in religious groups, and in

medicine. Moreover, if not respectability, they have at least gained acceptance as being an adjunctive and oftentimes requisite part of the training in most social service occupations.

Leadership

One popular assumption is that, in group methods for inducing positive member changes in personal development and interpersonal relations, the leader's personality and technical skill is the most crucial variable. In order to effect member learning according to Tannenbaum, Weschler and Messarik (1961) the trainer has to perform a broad range of functions. He acts as a behavioral model by accepting criticism and encouraging inter-member criticism, and by disclosing his own feelings and providing feedback on the behavior of others. He acts as a leader by initiating discussions on particular issues, or situations that are relevent in the immediate moment, i.e., dependency and authority issues, or initiates particular exercises, or situations which may prove productive for member insight and learning. The trainer also acts as a facilitator for inter-member communication on essential issues such as interpersonal conflict and intimacy. However, despite the theoritical importance assigned to the leader for inducing member change, the behavior of the leader as a primary mechanism for participant learning appears not to have been clearly established. In a survey of research on trainer influence, Cooper and Mangham (1971) concluded that: Most of the studies did not include unbiased observer or objective behavior measures but

relied upon the participants perception of behavior. Also little attempt was made to link trainer behavior to observed group or individual change. The authors also make the point that one cannot assume that leader influence is primary as did the studies surveyed and that other factors such as group composition, intra group dynamics and group format must also be considered. Lieberman (1976) also points out that leader behavior is only one link in a chain of events which includes member role within the group social system formed and other events hypothesized to be therapeutic and that ..."To ignore the chain can only produce relatively weak relationships between leader behavior and outcome, no matter how elegant the measure of leadership". He also offers evidence that participant expectations were of greater influence in establishing group norms than was leader behavior. Moreover, Lieberman et al's (1973) extensive study offers convincing evidence that the correlation between liking the trainer and member learning is practically non-existent. Lieberman (1976) suggests that with regard to research studies on the impact of leaders on learning outcome that small studies which consider only single variables are fruitless exercises. He argues quite convincingly that progress will be made only if studies with sufficiently large populations can tease out the complex set of intervening variables between leader behavior and member change.

The remainder of this Chapter will deal with research studies that have explored the effect of HRT on the conceptually related constructs of self-awareness, self-disclosure, interpersonal

sensitivity and interpersonal alienation.

HRT and Interpersonal Alienation

For many, the desire to participate in HRT appears to be motivated more from a subjective personal urge than pure scientific curiosity. Interest in the psychology of oneself and others, interest in furthering one's professional aspirations (biosocial urges), and the desire for adventure may be some of the most frequently expressed reasons for registering in HRT Groups, however, at the root of these superficial expressions may be more basic social drives such as those expressed by Argyle (1972, p.6), such as the need for affiliation, needs for dominance, aggression, dependency and the need for self-esteem. Even though these constitute "deficiency needs" as Maslow terms them and as such are needs that need constant replenishing they are needs which should normally be satisfied in one's day to day interpersonal environment, yet, for a substantial percentage of this society's population they are not. The cause of their dissatisfaction may be social, cultural and as a result arise from many sources. The cause may also be more deep rooted and arise from faulty early child-parent relations particularly of the type described by Horney (1950) wherein basic emotional needs of the child are poorly responded to, or badly met so that the child does not develop a firm sense of self and of belonging which results in a syndrome of self-alienation and related interpersonal alienation. In describing Horney's conception about the etiology of self-alienation Vollmerhausen (1961) writes: "In a constellation of

adverse factors, the child does not develop feelings of belonging, togetherness, and positive identity, but rather experiences a hostile separateness. His self-awareness emerges in a state of profound insecurity and apprehension which Horney calls 'basic anxiety'." Few would suggest, however, that the desire for the intimacy and affect that HRT groups provide is the result of deep seated neurosis in members and that their lack of self-understanding and alienation from others are only symptoms of a larger syndrome. Rather, that we are all subject to alienating forces that Maddi (1967), Keniston (1968), Goodman (1960), and others suggests are part and parcel of our cultural fabric and that our susceptibility to those forces are as varying as our responses to them and that HRT for most represents a refuge from alienation, and a source of intimacy and the refurbishment of one's self. As one part of a major study project, Bebout and Gordon (1972) surveyed member's initial expectations of their encounter group. From a sample of 500 the large majority (more than 70%) indicated eleven expectations which they had rated on a scale of 1 to 7, with 7 as the highest rating, with reference to their importance and anticipated opportunity for realizing that expectation. In rank order, 88% considered "Increasing my capacity for deeper relationships" and "Finding out how others really see me" as being the most important for them. The remaining nine expectations and wants were: Being able to express my feelings, 87%; Changing some of the ways I relate to people, 80%; Meeting new people and making new friends, 78%; Being able to help and support other people, 76%; Understanding

my inner self, 76%; and, Having new experiences, 70%. In this sample, the desire for self-understanding and intimacy is the predominant feature which is the pole opposite of self-estrangement and alienation (Mitchell, 1971, p. 24).

Two groups of eleven coed graduate students who participated in a HRT course were studied by Field (1970) to determine if HRT resulted in decreased feelings of alienation as measured by Keniston's Alienation Scale (1968). An analysis of variance for repeated measures indicated a significant decrease in feelings of alienation which was maintained when measured again six months later. Of the eleven intercorrelated subscales of Keniston's scale which comprised the measure Interpersonal Alienation was demonstrated to have the greatest overall decrease.

As part of the same major study, previously mentioned, Bebout and Gordon (1972) obtained a measure of socioemotional alienation before and after-group on 272 participants. A significant decrease at the .01 level on feelings of alienation was obtained on that measure.

Contrary findings with regard to feelings of alienation and behavioral measures of alienation components were reported in another major study by Lieberman, Yalom & Miles (1973). In an analysis of affective components of various measures, including FIRO measures of expressed and wanted affection and instrumental changes such as increases in the number of durable friendships, or newly formed love relationships, the 125 respondents indicated some increase on these measures but not enough to "substantiate

the supposition that the effects of encounter experience for decreasing alienation and loneliness are as powerful as has been claimed" (p. 221). Though no significant change in actual behavior was evident following the HRT group experiences these writers conclude with regard to alienation:

> Perhaps the import of encounter groups lies not in how many people leave them with new ways of thinking about and responding to themselves and the world they live in and new strategies for coping with life. Perhaps there is a much simpler need that encounter groups are engineered to provide efficiently and effectively -- that of momentary relief from alienation, which some have called the most prevalent illness of our times. (p. 452)

Interpersonal Alienation and Related Components of Anomie

The concept of anomie has two major usuages in social science literature. Anomie is originally a sociological term borrowed from religious philosophy of the 16th Century. Durkheim, in his major treatise on suicide, adopted the term to describe societies in which normative standards of conduct and belief were weak or non-existent as a result of increasing division of labor and the consequent uncoordination between economic and social sectors. Because of the lack "...of social norms to define the ends of action. Persons aspire to goals which either they cannot attain or find difficult to reach ...which often resulted in suicide" (Clinard, 1964, p.7). The other major sociological conception of anomie was developed by Robert Merton whose conception was at once more specific, and at the same time broader than Durkheim's theory in that it attempted to explain all forms of deviant behavior. He

posited that within every society the existance of cultural goals, norms which were the rules governing the means, and lastly the institutionalized means, the actual ways in which one could realize the goals. He saw differences both within segments of society and from society to society in how these three dynamic components of structure were balanced and co-ordinated. For example, he viewed much of the lower classes as having the same cultural goals but not the institutionalized means for attaining goals which resulted in "socially structured strain" and the propensity for deviating from socially approved norms. This is a radically sociological approach to deviance that "...focuses not on the characteristics of individuals but on the positions that individuals occupy in the social system" (Cohen, 1966, p. 75-77). Dunham (1964) proposed a sociological-psychological linkage between the etiology of various forms of mental illness, societal anomie and individual vulnerability to illness. He views Merton's theory of anomie as being inadequate to explain how some individuals who are subject to the same anomic forces within segments of society do not become mentally ill while others do. In his view one has to take into account a multiplicity of determinants such as genetics, physiological factors and qualitative aspects of socialization. Ansbacher (1959) equated Alfred Adler's conception of a lack of social interest to the sociologist's conception of anomie which transformed its sociological meaning, which more often referred to a societal state, to that of an individual, psychological formulation. He saw the truly mentally healthy as being substantially immune from anomic psychological

states or societal anomie which was purported to induce such psychological states. Quoting Adler, Ansbacher supported the postulate of "...the emerging creative power of the individual as the ultimate determiner, in relation to which all objective factors provide only greater or lesser probabilities".

McClosky, Herbert and Schaar (1965) similarly concluded that anomy, a term utilized to refer to individualized aspects of anomie and defined as a sense of normlessness was a result of poor socialization and disturbances in communication and learning. In other words, characteristics such as defensiveness, anxiety and hostility sometimes referred to as anomic responses were seen moreso as a function of personality and cognitive factors. Their conclusions were based on results from two extensive surveys in which a large battery of personality and attitude scales were employed.

Davol, Stephen & Reimanis (1959) reviewed ways in which the term anomie was used in psychological literature. They suggested that based on emperical evidence and theory, anomie could be described in a number of ways: 1) a syndrome consisting of many attitudes and behaviors reflecting a form of mental illness, 2) a generalized response to cultural and social change, 3) a style of life with its roots in the individual's developmental history, and 4) a lack of social interest in the Adlerian sense.

HRT and Self-Awareness

Of the many personal skills that HRT lays claim to developing, increased self-awareness or self-perception is perhaps the

skill most frequently tauted. The importance of this quality or ability according to humanistic literature generally, is to aid in the development of acceptance and respect of ourselves and others. This presupposes understanding of oneself with respect to one's attitudes, values, needs, impulses, including aggressive impulses, and awareness of how one's behavior affects others as well as how the behavior of others affects ourselves. HRT with its emphasis on sensitizing the trainees to nuances of the behavior of others as well as to their own behavior including their emotional and cognitive reactions which were perhaps formerly avoided or denied, claims to develop self-perceptiveness as a result of this process. Schutz (1967) espouses the view that creativity and learning are enhanced by becoming more self-aware. The more environmental elements, or information that one can incorporate the greater the learning. Schutz writes, "Awareness of feelings and emotions allows experience to be felt and integrated into the self. The person who is open to experience, and able to feel and appreciate, has more experiential elements than the constricted, denying individual who cannot allow himself to feel deeply" (p. 56).

Maslow (1968) in his study of self-actualizing people found his subjects to be more efficient at perceiving their real selves and were more accepting of what they were in contrast to people in general. They seemed to be freer from defenses and perceptual distortions that tend to inhibit effective behavior in less healthy

people.

In one study Clark & Culbert (1965) tested the hypothesis that members in a T-group would show higher Problem Expression Scale (PES) ratings of speech samples toward the end of a group training experience then at the beginning. Secondarily, they hypothesized that those members who entered into more frequent interpersonal relationships in which members perceived one another as high in level of regard, congruence and empathy would show the most improvement on PES ratings. This study operationally tested the theory that members become more self-aware as a result of T-group training. Of the nine students and one trainer who participated in this study, four had significantly positive PES changes. Furthermore, these PES changes were found to be related to the number of mutually perceived therapeutic relationships entered during the course of the group. Though both hypothesis were confirmed, the authors recommend a replication of this study using a larger number of subjects.

In an earlier study using a much larger sample, n 84, Burke and Bennis (1961) tested group members at the beginning of their respective groups and then again at the end. Using a Group Semantic Differential Questionnaire of 19 bipolar, adjectional rating scales they instructed the members to respond in three ways: 1) "The way I actually am in this T-group", 2) "The way I would like to be in this T-group", and 3) "Each of the other people in this group". From these ratings an average description of each of the participants was obtained. In addition to a decrease between ratings of

actual self and ideal self, more change was discerned in their description of their actual self as opposed to ideal self which was attributed to the groups orientation to present, or here and now, behavior. Lastly, the members perception of their actual self and the perception of him by others were more correspondent at the end of the training.

Gassner, Gold and Snadowky (1964) in a well controlled study of phenomenal self changes using Bill's Index, which provided a measure of member's actual self and ideal self, reported a significant decrease between perceptions of actual self and ideal self in 46 T-group participants who submitted before and after measures. However, a group of 21 controls also demonstrated a significant decrease in actual-ideal self discrepancy. Furthermore both groups reduced the discrepancy between averaged-other perceptions and actual self to a significant degree in pre-post testing. Moreover, there was no significant difference on the degree of change on these measures between the trained group and the non-treated controls when compared.

Using a modified version of Burke and Bennis' (1961) Group Semantic Differential questionnaire these same authors in the second major part of this above study compared 45 T-group participants to 27 students enrolled in psychology courses on the measure of perceptions of actual-ideal self and found no significant decrease in discrepancy between these measures. And, although, there was a significant decrease in perceptions of actual self and average-other perceptions in the T-group members, when the two

groups were compared in overall decrease the difference between them was not statistically significant.

Dore (1975) divided her 43 graduate students into four groups comprising two experimental groups of 12 n and 13 n respectively and two controls of 9 n each. In pre and post measures and measures obtained 3 to 4 months after sensitivity training, using the POI, significant changes on measures of Feeling and on measures of Self-perception were reported for the training groups which had been maintained at the last testing. In addition to these significant changes there was a significant change on the interpersonal sensitivity dimension of the POI for both experimental groups at the 3 to 4 month testing date though this measure was not significant in a measure immediately following the training. Dore suggests that significant positive changes may not be demonstrable immediately upon termination of sensitivity groups but may develop some time after. However, one cannot help but suspect the later improvement may also be an artifact of testing.

HRT and Interpersonal Sensitivity

Another of the desired outcomes of HRT is to increase member perceptiveness of the behavior of others. This involves developing the trainees awareness of other members attitudes, values and emotions as the other experiences them. The communication of those cognitive or non-cognitive aspects of the others experience may be through explicit verbal disclosure, or through meta-communications

such as gestures, posture, eye or facial movements, voice tone, choice of particular words or particular expressions, all of which are focused on as having particular meaning with respect to inferring present internal states. As such, interpersonal sensitivity closely resembles the concept of empathic understanding which is regarded by Rogers (1951, Truax and Carkhuff (1967), and others as being requisite for successful psychotherapy. Campbell and Dunnette (1968) in an introduction to their survey on T-group research enumerate the difficulties inherent in measuring t-group outcomes and illustrate those difficulties by indicating the measurement problems associated with interpersonal sensitivity. These authors point out that in general, while most groups rely on an affect-laden interaction process in which trainers act as catalysts in generating interpersonal interaction and learning, that there are innumerable variations in training. With respect to interpersonal sensitivity, "The major difficulty grows out of the plethora of strategies available to anyone who seeks to discern accurately the attributes, feelings and reactions of others". They suggest that the strategy may involve sensitizing trainees to various stereotypic behaviors of particular subgroups, or learning to recognize people with like feelings, values and attributes. Though Campbell and Dunnette point out that these strategies appear to work as well as, or better than, most strategies that most trainers would resist deliberately employing such methods or fail to recognize such strategies in their own program since their aim is to have members develop perceptiveness to a more generalized population. Another

major problem is to specify all of the mechanisms and variables that are associated with member change or lack of change. The personality composition of the group alone presents formidable problems with regard to accounting for all of the variables and add to this the often used training philosophy of the group "going where it wants to go". The process itself resists segmenting.

In their own review of research which attempted to determine how T-group training affects member's interpersonal perceptiveness, Campbell and Dunnette cite six studies and conclude that there was little evidence to suggest that trained members were better able to predict "...the attitudes and values of others". They conclude that section by writing:

> In contrast to the negative findings regarding perceptual accuracy scores, the six studies cited above establish fairly well that people who have been through a T-group describe other people and situations in more interpersonal terms. However, there is still the more important question of whether this finding actually represents increased sensitization to interpersonal events or merely the acquisition of a new vocabulary.

Equally unequivocal conclusions were reported by Smith (1971) in his survey of research on the impact of T-group training on sensitivity to others. The author, however, did cite one interesting study by Oshry and Harrison (1966) in which data from the Problem Analysis Questionnaire administered to 46 trainees in a two-week T-group for middle managers was utilized to determine individual patterns for analyzing interpersonal work problems. Though their focus was not directly pertinent to the interpersonal perceptiveness

of other's feelings and values, the results indicate that there was a significant shift in the locus of responsibility for problems from others onto self as a result of T-group training indicating an increased acceptance of self and others. As pointed out by previously cited authors, such as Shostrom, Rogers and Maslow, these qualities appear requisite for efficient interpersonal sensitivity.

A more encouraging study of the effect of highly interactive T-groups on interpersonal perception was reported by Dunnette (1969). He hypothesized that as a result of HRT "...trained perceivers ought to depart from assumed similarity and stereotypic predication strategies and adopt strategies of greater social differentation". Ten 5-member, like sex HRT groups composed the experimental groups while three like groups served as controls. The control groups met for 2 hours per week for six weeks as did the training groups, however, the controls took part in games, did puzzles or solved problems. All subjects were administered the Strong Vocational Interest Blank, the Gough Adjective Checklist and a revised version of Jackson's Personality Research Form during the first week to obtain a personality description. During the second week each subject, control and experimental, were given four questionnaires, one for each member of his group, which controlled for assumed similarity and stereotypic prediction to assess his accuracy in perception of fellow members. As predicated the results indicated that trained members significantly increased their empathetic understanding of fellow group members.

McLeish and Park (1973) compared two types of HRT groups, a self-analytic treatment in which members participated in various exercises designed to promote self-understanding, or a direct communications treatment group which incorporated various exercises thought to improve interpersonal communication and involved direct skill practice. Two types of observer groups were also present during training, a Bales O group and a non-trained clinical O group. Various personality and attitude measures were administered to all members including the observer groups. The results revealed no significant personality or attitude measures, however, there was a significant improvement on measures of empathetic understanding for the direct communications treatment group as well as for the observer groups. The obvious suggestion indicated from this study is that one can improve one's interpersonal sensitivity as much from being a keen observer of interpersonal interaction as being a participant in the process and perhaps more.

Dore's (1975) study previously cited, wherein a significant improvement in interpersonal sensitivity was not indicated until post-post test may also indicate ego involvement immediately following HRT training, as many participants suggest, and heightened awareness of others does not occur until sometime later.

In two HRT studies, Bunker (1965) and Miles (1965) outside raters such as peers and work associates were asked to report any observed behavioral changes in HRT participants after training.

In the Miles (1965) study, surmised behavioral changes were

obtained from several observers for each participant by means of a questionnaire which asked, in effect, if the subject changed in their behavior particularly in their relationships with people over the past few months. Matched controls were also obtained by having the subjects nominate equivalent position work associates who had not previously participated in HRT. Peer associates were also asked to estimate behavioral changes in the controls after a similar time period. Miles used 34 high school principals as his experimental subjects with 48 matched controls. While no significant results were obtained by other test measures the observers reported changes in 30 percent of the experimental group and 10 percent of the matched controls. However, 82 percent of the experimental group reported self-perceived changes. From a content analysis of all data the perceived behavioral changes were, among others, increased sensitivity to others, heightened equalitarian attitudes and patterns of increased consideration.

The subjects of Bunker's (1965) study were 229 NTL participants with 112 matched-nominated controls. In this study estimates of behavioral change were obtained from test subjects, controls and five to seven associates through use of a similar question posed in the Miles (1965) study, one year after training. Content analysis of the replies were divided into three major inductively arrived at, categories: 1) overt operational changes, i.e., risk taking behavior, relational facility, etc., 2) changes in insight and attitudes which included increased sensitivity to feelings of others, acceptance of others, self-insight and self-confidence, and 3)

global judgements. Those who received training exceeded controls on all three major categories including understanding of others, however, Bunker emphasized that there was "no standard learning outcome", for each of the participants. Yet for both studies, prior or post studies on the amount of interaction that occurred between subject and observer was not measured, therefore no information was available on quality or quantity of the interactions from which the judgements were based. Also the observers were aware that the experimental subjects received training which may have biased their judgements positively or negatively.

HRT and Self-Disclosure

Self-disclosure has become increasingly the focus of much interest and research in recent years. Though writers such as Allport, 1955; Fromm, 1955; Horney, 1950; and others have theorized about the importance of knowing, accepting and showing one's real self with significant others as a condition for healthy psychological development, it was not until Jourard (1959, 1964) began to explore self-disclosure as a central theme in his writings that a surge of interest developed.

The conditions under which self-disclosure occurs as well as the relatedness of self-disclosure to mental health was, and is of particular interest to psychotherapists who are concerned with fully understanding disturbed individuals. Other general areas that appear to be of central concern to researchers are personal characteristic of high and low self-disclosers, characteristics of

target persons, situational variables that affect disclosure, nature of topics disclosed, and aspects of interpersonal competency and their relationship to self-disclosure.

If self-disclosure is of crucial importance in discovering one's real self, as Jourard (1959) suggests, and one's psychological growth hinges on the non-suppression of their true reactions, feelings, values and significant aspects of their experience, then disclosure becomes of vital interest to personality hygienists.

Jourard (1959a, 1964) postulated a curvilinear relationship between self-disclosure and mental health wherein too little or too much disclosure may result, in inhibition of healthy development or reduction of mental health. Too little self-disclosure is postulated to result in lack of self-understanding, acceptance of others or perhaps pathological guilt. Too much self-disclosure may also have detrimental consequences for mental health as it often tends to inhibit the development of interpersonal relationships, since the appropriateness of being highly self-disclosing in a wide range of interpersonal relationships is highly questionable (Cozby, 1973). Jourard (1964) suggests that there is an optimum level of self-disclosure. However, Culbert (1968) points out the complexities of determining exactly what is too much self-disclosure which is equally true about determining optimum levels. Moreover, Jourard's (1968, 1971) later studies focus on the pathological consequences of too little self-disclosure rather than on the mental health consequences on highly disclosing subjects.

Smith (1958) was one of the first researchers to investigate whether self-disclosure was related to measures of an individual's mental adjustment. From 2000 student freshmen who applied for entrance into the University of Alabama, he selected 18 students, for each of 3 categorized groups determined from test results of the Minnesota Multiphasic Personality Inventory (MMPI). One group comprised the "normals" who presented an average-adjustment profile. Another group were comprised of individuals with test indications of schizoid and obsessional traits. The last group where individuals whose test scores indicated psychopathic and manic personality trends. Smith then tested these subjects on the 60-item Self-Disclosure Questionnaire. In this study, no significant differences were found between self-disclosure and aspects of student personality adjustment as determined by the MMPI. Jourard (1971) argued, however, that since the MMPI was not standardized on a college population the MMPI scores may be of dubious value in determining the quality of adjustment for this population.

Jourard (1971) sought to further investigate Smith's sample by randomly choosing a matched number (54 n) of control subjects to compare with Smith's subjects (54 n). Jourard's control groups were chosen by randomly selecting from several hundred self-disclosure tests that were matched in age range, marital status, and sex only with Smith's groups. Jourard hypothesized that his group of randomly selected controls would differ on patterns of

disclosure from Smith's so-called "normals". He further hypothesized that the subjects of Smith's two remaining groups, the maladjusted subjects, who were treated as one in Jourard's study, would disclose less to selected target persons then his randomly chosen control group. Statistical analysis of the data indicated that both Smith's "normals" and his "maladjusted" group differed from the controls primarly in disclosure to peers of both sexes with the controls disclosing more then the MMPI normal group and the MMPI maladjusted group of Smith's study. Many other significant differences in amount disclosed to various target persons were indicated by analysis with the "normals" and "maladjusted" indicating less disclosure then the controls which, again, lent considerable support to Jourard's hypotheses. Jourard concluded from this that college students who obtain "normal" MMPI profiles do not necessarily have "...average patterns of interpersonal behavior..."

Mullaney (1964), however, found no significant differences between groups of high and low self-disclosers in statistical analysis of their MMPI profiles except that, quite logically, the low disclosers scored higher on the Social Introversion (si) scale.

Pederson and Higbee (1969) found significant positive correlations between scale measures of Thinking Introversion, Neuroticism and Cycloid Disposition on the Pederson Personality Inventory and reported disclosure of males. However, there were no significant findings with respect to females similarly tested.

Jourard (1961) found as predicted that productivity on the Rorschach was positively correlated with high and low self-disclosers as determined by the 40-item Self-Disclosure Questionnaire (SDQ). Significant relationships were reported between total Rorschach disclosure score and disclosure to father and same sex friend. Low productivity on the Rorschach is interpreted as one of the test indicators of defensiveness on the part of the test subject. Mayo (1968) compared normals, normals with neurotic symptoms, and diagnosed neurotics with their corresponding self-disclosure scores and found that the normals to be higher on indices of disclosure than both of the remaining groups.

Although the evidence is far from conclusive that healthier personalities are freer in expressing their personal experiences, and tend to be higher in disclosure to significant others, there appears to be at least some support for Jourard's treatise. Also, if it is necessary as Jourard (1959) hypothesises, to disclose oneself to develop and maintain significant interpersonal relationships, then research in this area becomes additionally important for those involved in the training of social relation skills. Predictably, there has been, and continues to be numerous investigations into self-disclosure as a mechanism of change in HRT groups.

Culbert (1968) measured the effect of high and low self-disclosing trainers on disclosure of 2 mixed sex groups of T-group participants. He hypothesized that subjects in a T-group where co-trainers were more personally self-disclosing would enter into a

greater number of mutually perceived therapeutic relationships in 2 person dyads. He further hypothesized that members would become more self-aware as assessed by the Problem Expression Scale (PES) in T-groups where co-trainers were rated high in disclosure. The same trainers were used for both T-groups and were instructed not to differ in how they personally conducted the training but only in their rate of personal self-disclosure. Analysis of tape recorded trainer speech segments were made after termination as a check on the experimental guidelines for high disclosure vs. low disclosure in the respective groups. Analysis of the data indicated that approximately the same number of mutually perceived therapeutic relationships were entered into by both groups. However, subjects with the low disclosing trainers more often entered into therapeutic relationships with their trainers and dyad partners. Subjects within the high disclosing training condition more often entered into perceived therapeutic relationships with uncritical others, or members of the larger group. Culbert suggests that the subjects in the high disclosing condition learned "...to create therapeutic conditions on their own with implications for extra group transferability". The subjects in the low trainer disclosure condition "...may be participating in qualitatively richer relationships than the ones possible with non-critical group members". Culbert also suggests, from analysis of the data generated, that it may be that one of the trainers mere volume of self and interaction referents prevented him from entering into more therapeutic relationships.

Analysis of the PES administered to each participant at specific time intervals throughout the training indicated that both groups attained the same level of self-awareness but that the subjects in the high disclosure condition attained high levels of self-awareness earlier.

Culbert's view, based on further data analysis, was that this difference in learning rates was a result of greater emotionality and spontaneity of member's with high disclosing trainer models rather than from differences in group composition.

Although it is not possible to determine whether there were personality differences in the composition of Culbert's (1968) experimental groups from the test data presented, a study by Hekmat and Theiss (1971) indicates that subjects at various levels of psychological health may have differential rates of affective self-disclosure. In their study they found that high self-actualizers (HSA) as determined by the Personal Orientation Inventory (POI) had a significantly higher rate of affective self-disclosures than low (LSA), and moderate (MSA) groups of self-actualizers. During a social conditioning interview in which modification in rate of disclosures was attempted, the HSA group showed a significantly low degree of responsiveness to social reinforcement as compared with the MSA and LSA groups. The HSA's also showed more resistance to extinction. It seemed that the HSA subjects were influenced very little by external contigencies and the authors conclude that high self-actualized subjects respond more to a therapist as a model

then as a dispenser of reinforcement. The import of this study is that rate of self-disclosure may be indeed influenced by a high disclosing model but personal level of individual health and group composition may be another important determinent.

Reviewing mechanisms of change as one part of an extensive study by Lieberman, Yalom and Miles (1973) on encounter groups, 210 Standford University students were assigned to one of 18 HRT groups representing nine widely used group training methodologies, i.e., Basic Encounter, Gestalt, Transactional-Analysis, etc.. Approximately 1500 descriptions of "critical incidents' which were experiences deemed important by the members for their personal learning were obtained by simply asking each participant at the end of each session to write a brief paragraph in answer to the following questions: "What was the most important event (for you personally) in the group today? Why was it important?" From these experiences that subjects saw as critical for their learning only 20 percent were examples of self-disclosure. Moreover, only one quarter of these disclosures were the respondents own with the remaining being other members self-disclosures. Furthermore, it ranked only twelfth out of fourteen categories of events which subjects had rated in terms of its importance for their learning. In analyzing the content of the critical event descriptions related to self-disclosure in terms of the consequence the subject attached to it 17 percent of the "learners" (subjects classified as learners, unchanged or negative outcome from the group experience were

determined by a multiplicity of factors -- see Lieberman et al, pp. 14-17) saw their disclosure as having a positive consequence. Twenty-three percent of the learners indicated that their self-disclosure led to an important insight while 11 percent described a resulting negative consequence. Other relevent findings of Lieberman et al were that learners seemed more able to profit from their self-disclosures than unchanged or negative outcome participants; and, the content of their self-disclosure was, not necessarily first time disclosed material, but was more meaningful to them then self-disclosures offered by the unchanged or negative outcome subjects. The disclosure of learners also tended to be more often shared in later sessions, appeared more often in context, and received more support and understanding than self-disclosures by other participants. Lastly, the material revealed seemed only important for the learners in terms of whether it had been accompanied by cognitive learning. The authors end the section of self-disclosure by remarking that while self-disclosure appears to be implicated somewhat in successful outcome for some participants that their data makes it difficult for them to conclude that self-disclosure is an important change mechanism for HRT groups as many reported significant learning without ever having self-disclosed.

One difficulty that these previously cited studies do not address is the relationship of one's willingness to self-disclose as opposed to actual disclosure and one's mental health. Lieberman, et al's (1973) discovery that the learners and non-learner members

of their HRT groups could not be differentiated on the basis of their level of actual disclosure in the group and Jourard (1971) and Mayo's (1968) studies which indicate a relationship between low levels of actual disclosure generally, and maladjustment, leads this writer to the hypothesis that a dimension of "willingness" to disclose may be fruitful to explore in terms of disclosure within small groups. Moreover, Jourard's (1959a) suggestion that the deliberate suppression of significant information about oneself may be harmful and Lieberman, et al's finding regarding situationally appropriate disclosure and learning lends additional support to this hypothesis. Although, actual level of disclosure may not be discernable as an indication of improved psychological and interpersonal functioning it may be, as Jourard (1964) seems to suggest, a reduced inhibition about revealing oneself to significant others in context and in appropriate situations betokens healthy functioning.

It is apparent from many of the publications cited in this chapter that the HRT process has some effect, or is in turn, affected by the variables of Self-Disclosure, Interpersonal Sensitivity, Self-Awareness and Interpersonal Alienation. The relationship, however, is by no means a simple, linear one, nor does the understanding of all the factors involved give way to voluminous research alone. Even well replicated studies often result in different or contrary findings which perhaps emphasizes the difficulty in determining all relevent factors let alone controlling for them.

Critical Summary of Studies Cited

By far the majority of the studies cited relied on questionnaire measurements which represent participant perception of change rather than objective behavioral measures. Moreover few of the studies used large samples and as such the generalizability of their findings are correspondingly limited. Furthermore, the population studied tended to be largely college age groups interested in their own development. Additionally, since many of the instruments used contain choice items commensurate with values and behaviors similar to those portrayed and valued by HRT programs, it is difficult to interpret positive results as being an actual change in perception and attitude, or a manifestation of the yielding to temptation by the participants to provide the "desirable" answer. Moreover, besides misrepresentation of one's own behavior subjects may simply be unaware of aspects of their own values and behaviors.

CHAPTER III

DESIGN AND PROCEDURES

The Treatment and the Setting

The HRT course, Family Life Studies 449, Theory and Practice of Developmental Communication, was a five day live-in experience which took place at Moonlight Bay Camp at Lake Wabamum, Alberta.

The course as well as the camp was designed to accommodate families, couples and single participants and was advertised as such. It's expressed aim was to develop awareness and interpersonal skills and to promote personal and interpersonal development through a didactic and experiential program. A description of the course as it appeared in the brochure outlining the program appeared as follows: "A didactic and experiential program focusing upon awareness and skills in personal development and relationships. Some of the areas of exploration will be: positive experience theory, dependence-independence-interdependence, a systems approach to communication, communication styles and stances, self-fulfilment vs. relationship, or self-fulfilment through relationship, 'The Third Alternative', sexuality and communication, and 'Developmental Marriage'" (see Appendix A for copy of brochure and letter requesting participation in study).

In addition to the actual training program, it was prerequisite that the trainees complete a list of readings supplied to them at the time of registration. (see Appendix B). Moreover, they were asked to prepare a critical summary of those readings before course requirements were realized and a grade

assigned. The readings are essentially of the humanistic-existential school of psychology and discuss means by which one may realize their own human potentiality through relationships with significant others.

The formal training for the registrants was for approximately seven hours per day. A separate play program was instigated for the children of the families present, although family leisure type activities which included the entire family unit were also scheduled. The daily training as outlined by Branch (1976) began at 8:00 a.m. at which time breakfast was served and the day's schedule was reviewed. The hours of 9:00 a.m. to 11:30 a.m. were devoted to the Minnesota Couples Communication Program (MCCP) wherein the major focus is on developing communication skills. This program utilizes didactic instruction, dyad partner and group feedback to learn about oneself, others, and patterns of relating. Nunally, Miller, and Wackman (1976) summarize the objectives of MCCP this way:

> The Minnesota Couples Communication Program offers a structured educational experience directed toward equipping couples with skills for: 1) heightening awareness of one self and one's contributions to interaction, 2) effectively expressing this self awareness, 3) accurately understanding the partner's communications, and 4) flexibly choosing to maintain or to change ways of relating to one another (p. 190).

In the early part of the afternoon, those members whose families accompanied them were free to play and relax with one another while the other trainees participated in individually chosen leisure activities. From 3:30 to 5:30 p.m., various

readings (Appendix B) which had been assigned prior to the beginning of the HRT program were discussed. Seven to 7:45 p.m. was devoted to games, or other activities that entire family units could plan and engage in, and generally involved co-operative play. During the evening hours, from 8:30 p.m. to 10:30 p.m., communication, both skills and process, and the marriage relationship was again focused on through discussion, didactic input from co-trainers such as instruction, films, slides, handouts, and from experiential learning.

From the treatment regime the trainees are expected to develop insights into social behavior through "here and now" experiential interaction with fellow participants, as well as through formal lectures, readings and discussion. The trainers' function, in addition to formal instruction in personality development and interpersonal relations, is to teach the trainees to give and receive feedback in group and dyadic interactions so that they may learn about how their social behaviors affect others as well as learn how others view them.

Specifically, social behaviors that enhance, or satisfy instinctive social drives such as the need for achievement and self-esteem are taught, or reinforced when they are emitted in social interaction. These social interaction units may be responses desired from others to satisfy social needs, or they may be responses directed toward others to satisfy their social needs. More objectively, HRT is concerned about making trainees consciously aware of social behaviors emitted by themselves and others

including non-verbal communication behaviors such as gestures, posture, eye contact, etc., so that they may become more efficient in satisfying these social needs.

The leaders' philosophy of personal and interpersonal development which characterized the training throughout may be summed up as an existential view of development which posits that individuals, or couples could initiate positive changes in their interpersonal relationships and satisfy many social needs with the acquisition of particular interpersonal skills. Branch (1976, p. 54) further states that: "Our leadership may be defined as the setting up of stimulus events related to what we call 'positive experience theory'." Some emphasis was given to developing a conceptual understanding of this theory in the trainees as well as helping them develop skills to implement the theory pragmatically. Positive experience theory, in brief, states that how one reacts to situations or events in an interpersonal context determines whether the experience will be healthful, or growth inducing for the persons involved in that stimulus situation. For example, a child accidently spilling milk at the dinner table may be generally regarded as a negative happening or event. If one reacted by becoming angry and accusing the child of clumsiness and stupidity, the learning outcome for the child may likely be guilt and loss of self-esteem. If one reacted by accepting the event as a natural mistake, or accident and at the same time placed the expectation on the child to help remedy the mistake, the learning result will likely be the opposite; that is increased self-esteem and the learning of

responsibility.

In conclusion, HRT in this study, encompassed the following goals: a) improving communication skills as a result of lectures, films, discussion and group interaction and, concomitantly, b) reducing inhibition or defensiveness with regard to revealing one's real, or authentic self, i.e., attitudes, values, c) increasing awareness of the participant's needs and feelings, and d) increasing the participant's sensitivity to the needs and feelings of others.

Definition of the Terms

Self-Awareness. For purposes of this study self-awareness is defined as the conscious perception of one's strengths and weaknesses and their acceptance without distortion or defensiveness. Self-awareness involves regard for one's self and unconditional acceptance. It also assumes full conscious feeling of one's authentic self (Shostrom, 1966). In this study, self-awareness will be that dimension measured by the combined scores of subscales 9 and 10 of the Personal Orientation Inventory (POI). These two scales combined may be interpreted as a measure of self-perceptiveness according to Shostrom (1966). Subscale 9, Self-Regard is a measure of "...the ability to like one's self because of one's strength as a person". Subscale 10, Self-Acceptance "...measures acceptance of one's self in spite of one's weaknesses or deficiencies" (POI Manual, p. 20).

Interpersonal Sensitivity. Interpersonal sensitivity is defined as the ability to establish meaningful contact with another

human being which involves fine discrimination of the other's feelings. This always occurs in the present moment, in the here and now. It also involves the ability to accept one's own aggressiveness. "It is possible to be either assertive and aggressive, or warm and loving in human contacts. Both are expressions of good interpersonal contacts and both may be considered to reflect the general area of interpersonal sensitivity" (POI Manual, p. 20). The combined scores of subscale 13, Acceptance of Aggression, and subscale 14, Capacity for Intimate Contact of the POI, in this study represent an operational measure of interpersonal sensitivity as so defined.

Because of the high intercorrelations between POI subscales, a number of research studies (Jansen, Garvey & Bonk, 1973; Klavetter & Mogar, 1967; Knapp, 1971) have cautioned against the use of the subscale scores as unidimensional self-concept measures as represented by their respective subscale headings. Other research studies, however, suggest that the POI, in addition to providing a measure of self-actualization as formulated by Abraham Maslow, does render indices of other elements of self-actualizing behavior including self-awareness and interpersonal sensitivity.

In one such study Drude (1973) investigated the construct validity of various self-concept measures taken from instruments regarded as measuring aspects of self-perception which included subscales 9 and 10 of the POI, and said by Shostrom (1966) to be a measure of this self-concept. Including the POI, other test instruments from which self-perception scales were selected were

the Tennessee Self Concept Scale, the California Personality Inventory and the Index of Adjustment and Values.

Two contrasting groups, 83 male college undergraduates and 39 psychiatric patients from a hospital, were administered these instruments. In addition to there being significant differences between both groups on these measures and significant positive intercorrelations on these measures for both groups, significantly positive mean scores were obtained by the student group on the Self-Regard subscale and Self-Acceptance subscale of the POI and the Self-Acceptance scale of California Personality Inventory.

In another study by Lorr and Knapp (1974), 10 interpretable factors were obtained by item response analysis of 300 adults who completed the POI. Among others, some of these interpretable factors were hypothesized to be Self-Esteem, Self-Acceptance, Acceptance of Aggression and Acceptance of Differences, all of which are indicated by Shostrom (1966, pp. 20-21) as being important factors in self-awareness and interpersonal sensitivity.

Although neither of these studies constitute rigorous evidence for regarding both of the paired POI subscales used in this study as valid, independent indices of self-awareness and interpersonal sensitivity, they do seem to indicate a close approximation to their conceptual intent. As such, both interpersonal sensitivity and self-awareness will be operationally defined as the scores obtained by pairing subscales 9 and 10, for self-awareness, and subscales 13 and 14 for interpersonal sensitivity.

Self-Disclosure. Self-disclosure may be defined as the process by which one makes himself known to other persons. Moreover, since Jourard (1959a, 1964) suggest that deliberate suppression of central and important aspects of oneself may have adverse effects on one's psychological health, one may posit that healthy individuals may have less inhibition about revealing important aspects of themselves than less healthy individuals. Jourard (1964, p. 27) has also postulated that one comes to know, and evolve a deep personal relationship with another by disclosing one's real self to that other person. Also, others (Fromm, 1956; Maslow, 1954; Yalom, 1970) stress a need for perceiving and knowing the other to strengthen an inderpersonal relationship. Moreover, the above has been borne out by research (Clark & Culbert, 1965; Davis & Jones, 1960; Jourard, 1971, p. 62). Since the ability to develop warm interpersonal relationships seems to be an identifying and necessary part of personality health (Fromm, 1941; Jourard, 1958; Maslow, 1968; Rogers, 1954; Schutz, 1967) and an accurate disclosure of self to at least one significant other is prerequisite to establishing warm interpersonal relations, then, as an indication of improved psychological health, as a result of HRT, one should be able to detect an increase in actual self-disclosure and/or an increase in willingness to self-disclose in the HRT participants. Since HRT requires openness, authenticity and intimate interpersonal communication of trainees and since Jourard's Self-disclosure Questionnaire measures a range of feelings and breadth of topics expressed by examinees (Graham, 1970;

Jourard, 1963; Jourard & Resnick, 1970), and also includes a "willingness to disclose" dimension, self-disclosure in this research study will refer to the score obtained on a 40 item abridged version of Jourard's Self-Disclosure Questionnaire to three selected target persons; male friend, female friend and spouse.

Interpersonal Alienation. The term alienation when used by itself in a psychological-sociological sense encompasses a broad range of related ideational components which include in its three main forms: alienation from one's authentic self, alienation from other men and lastly, alienation from nature, or -- as it also has been termed -- total alienation (Mitchell, 1971, p. 49). Alienation, for the purpose of this research, will refer to that variable measured by Srole's Anomie Scale which "is conceived as referring to the individual's generalized, pervasive sense of 'self-to-others belongingness' at one extreme compared with 'self-to-other's distance' and 'self-to-other's alienation' at the other pole of the continuum" (Srole, 1956, p. 711). The alienation index in this thesis will also include as a combined measure, a measure of the absence of intimate, or friendly relationships with people which is measured by Subscale 4 of Keniston's Alienation Scale (1968) subtitled "Interpersonal Alienation".

Hypotheses

It was expected, as a result of HRT, that the group mean scores on interpersonal sensitivity, self-awareness and

self-disclosure would increase significantly. On the measures of alienation, it was expected that the group mean would increase significantly indicating decreased feelings of interpersonal alienation. Stated in null form then, it is expected that:

Hypothesis 1

There will be no significant difference on indices of interpersonal sensitivity from pre-test to post-test.

Hypothesis 2

There will be no significant difference on indices of self-awareness from pre-test to post-test.

Hypothesis 3

There will be no significant difference on indices of interpersonal alienation from pre-test to post-test.

Hypothesis 4

There will be no significant difference on indices of self-disclosure to male friend from pre-test to post-test.

Hypothesis 5

There will be no significant difference on indices of self-disclosure to female friend from pre-test to post-test.

Hypothesis 6

There will be no significant difference on indices of self-disclosure to spouse from pre-test to post-test.

In addition to the main hypotheses above, further postulates in the form of null hypotheses are as follows:

Hypothesis 7

There will be no significant difference on indices of inner

directedness as determined by the POI from pre-test to post-test.

Hypothesis 8

There will be no significant difference on indices of time competence as determined by the POI from pre-test to post-test.

The Subjects

The subjects for this study were 22 summer session students who enrolled in Family Studies 449 at the University of Alberta. The mean age of the subjects was 32 years and they ranged in age from 18 years to 54 years. The distribution of subjects by age is illustrated in Table 1. Of the 22 students, 15 were graduates or undergraduate students in the faculty of Home Economics and of the four remaining, three were graduates of the faculty of Arts and Science and one had a post-graduate degree in Social Work. The distribution of subjects by level of education and faculty is illustrated in Table 2.

So that training could be better facilitated, the summer session registrants were divided into two class sections, Section A and Section B. The training session for the Section A registrants began June 29th and ended July 4th. The training session for Section B was a duplication of the training program presented to Section A participants and began on July 6th and ended on July 11th. The two course instructors, who also acted as group co-facilitators, trained both class sections. None of the subjects of the first treatment

Table 1

Distribution Of Subjects By Age

Age in Years	Age Distribution	Distribution By Percentage
19	1	4.5
20-26	6	27.0
27-33	8	37.0
34-40	4	18.0
41-47	1	4.5
48-54	2	9.0
Total	22	100 %

Table 2

Distribution of Students By Level Of Education And Faculty

	FACULTY			
	Education	Home Economics	Other	Total
Graduate	10	0	4	14
Undergraduate	5	3	0	8

group repeated the training by participating in the second group session.

Although, there were 32 registrants in total from Sections A and B, who participated in and completed the training course, only data from 22 could be utilized for computer analysis. Out of the 10 that could not be used, one subject had participated in another HRT group between the time of the pre-test and post-test, 4 failed to return the post-test questionnaire and 5 subjects failed to complete the questionnaires adequately.

Of the trainees who completed useable pre-test and post-test questionnaires, 11 were from the class Section A treatment group and 11 were from the Section B treatment group. Also, of Group A, 10 were females and 1 subject was male. Of Group B, 8 were females and 3 were males. The disproportionate number of females over males in the experimental group may be largely attributed to the fact that the Division of Family studies was within the Faculty of Home economics which traditionally attracts a predominance of females. As a result, interpretations made from an analysis of the data in this study must be done with caution. At best, without a representative sample of both females and males, we may only be able to conclude that the results apply especially to female university students interested in their own personal and interpersonal growth.

The Instruments

The test instruments employed in this study were combined within subsections of one questionnaire entitled the DAAL Questionnaire.

The term DAAL is an acronym in which the initials represent the constructs of disclosure, awareness, alienation and loving, and was adopted by the writer merely for convenience of reference. The test instruments included in this questionnaire were E. Shostrom's Personal Orientation Inventory; S. Jourard's Self-Disclosure Questionnaire; Srole's Anomie Scale, and Subscale 4 of K. Keniston's Alienation Scale entitle Interpersonal Alienation. Another instrument, the Loving Behavior Inventory developed by Ed Branch was also included on the pre-test questionnaire, Part One. This latter instrument was included for correlation with the alienation measures but was not used to test the main hypotheses of this study (see Appendix C for replication of DAAL Questionnaire).

The Personal Orientation Inventory (POI) was developed by Shostrom (1965) and consists of 150 two choice items which are paired-opposite statements of values and behaviors associated with self-actualization. The items are scored twice, once for 2 basic scales of personal orientation and secondly for the 10 subscales which measure conceptually related and important elements of self-actualization. The 10 subscales are self-actualizing value, existentiality, feeling reactivity, spontaneity, self-regard, self-acceptance, nature of man, synergy, acceptance of aggression, and capacity for intimate contact. Four of the aforementioned subscales were selected to measure self-awareness and interpersonal sensitivity. Subscales which purport to measure these dimensions are: a) Self-regard (scale 9), b) Self-Acceptance (scale 10), c) Acceptance of Aggression (scale 13), and d) Capacity for Intimate

Contact (scale 14). "Scale 9 (SR) measures the ability to like one's self because of one's strengths and Scale 10 (SA) measures the ability to like one's self in spite of one's weaknesses. Therefore, these two scales may be considered to reflect the general area of self-perception... Scale 13(A) measures the acceptance of one's own aggressiveness which is necessary for human contact. Scale 14 (C) measures the ability for intimate contact. It is possible to be either assertive and aggressive or warm and loving in human contacts. Both are expressions of good interpersonal contacts and both may be considered to reflect the general area of interpersonal sensitivity" (Shostrom, 1966, pp. 20-21). In this study self-awareness will be operationally defined as that construct represented by an average of the scaled scores on Scale 9 and Scale 10 of the POI. Interpersonal Sensitivity will be operationally defined as an average of the scaled scores on Scale 13 and Scale 14 on the POI.

Although some research studies (Jansen, Garvey & Bonk, 1973; Klavetter & Mogar, 1967; Knapp, 1971) have found moderate to high correlations between subscales of the POI which suggests that these subscales may not be separate, independent measures, other studies (Drude, 1973; Lorr & Knapp, 1974) lend some support to the unidimensionality and construct validity of these measures.

The Self-Disclosure Questionnaire (SDQ) used in this study was a 40 item revised edition by Jourard (1971) of the original SDQ developed by Jourard and Lasakow (1958). The items cover a

breadth of topics of a personal nature. The respondent is asked to indicate to what extent he has disclosed or would be willing to disclose personal information to three specific target persons, male friend, female friend and spouse.

Although, Hurley & Hurley (1969) in a study using the SDQ failed to find relationships between past disclosures to significant others and the public disclosures called for in HRT groups, the SDQ was developed for and tested for prognostication of disclosure to significant others in dyadic relations, i.e., mother, father, spouse, and close friend (Jourard, 1971, p. 121). Since one desired outcome of the training was enrichment of communication skills which often includes more varied and intimate disclosure between marital partners and to significant others, and reduced inhibition about revealing important aspects of one's actual self, and since part of the training was designed to include dyadic experiential training between expected couples -- in actuality only four couples were in the gest group --, the SDQ seemed particularly appropriate. Moreover, Shapiro and Swenson (1969) were able to demonstrate strong correlations between spouse's disclosure and knowledge of each other. Furthermore, a significant correlation between parent-cathexis and self-disclosure to parents-coefficients for both parents were significant at the .01 level for d.f. 30 -- was demonstrated by Jourard (1959) which would seem similarly demonstrable for spouse-cathexis.

Keniston's Alienation Scale consists of eleven highly inter-correlated subscales measuring different, but conceptually related

attitudinal components which comprise a measure of an "alienation syndrome" as defined by Keniston (1968).

The scales were derived from a systematic, in depth analysis of approximately two thousand subjects wherein "operational measures of alienation were developed and correlates of these measures were studied systematically in personality tests, in background factors, in fantasy, and in interpersonal behavior" (Keniston, 1968, p. 327). Keniston further determined the mean subscale-to-subscale correlation to be .47.

For purposes of this study, only the 10 items which comprise the measure for subscale 4, Interperwsnal Alienation, was used.

To provide an additional measure of interpersonal alienation, Srole's Anomie Scale was also included in the questionnaire.

Srole (1956) in devising his scale, set down items which would be representative of the individual's perception of his interpersonal situation and theoretically reflect internal counterparts of an individual's feelings of social, psychological alienation.

This attitude-like scale is purported to obtain a measure of an individual's sense of interpersonal belonging at one pole of the continuum or a measure of an individual's feeling of interpersonal alienation at the other extreme of the continuum.

Also, the items of the scale were found by latent structure analysis to satisfy the criteria of unidimensionality and "afforded an operational formulation" of the anomie concept which Srole equates to interpersonal alienation (p. 709). In another study, the

five items were also found to satisfy the requirement of a Guttman-type scale.

The Loving Behavior Inventory developed by Ed Branch, consists of seven 2-prat items that contain the perception of self and other behaviors of spouse interaction. The presence, or absence of these behaviors in a marital relationship are considered by the LBI author to reflect the strength of the couple's relationship.

In the first part of each 2-part statement the respondent is asked to rate his spouse on the behavior indicated within the statement. The second part of the item is a variant of the first. The same statement is inverted so that the respondent is asked to rate himself with regard to that behavior toward his spouse.

In this study, the LBI was included only on the pre-test portion (Part One) of the DAAL Questionnaire and only trainees who were married at the time of the test administration, were asked to respond.

Procedure

The DAAL Questionnaire was administered to the participants in the study as a pre-test prior to their completion of the list of readings and participation in the HRT course. It was administered again as a post-test immediately after the training ended. The approximate time between pre-test and post-test was three weeks.

CHAPTER IV

Results and Interpretation of Data

Statistical Treatment

In order to test for significant differences in means from pre-test to post-test on indices of interpersonal sensitivity, self-awareness, self-disclosure and interpersonal alienation, the correlated "t" test was used. For additional data analysis correlations between all experimental measures were calculated the their significance was determined (Ferguson, 1971, p. 171 - 173).

The experimenter considered the HRT treatment to have effected change in the course participants in self-awareness, self-disclosure, interpersonal sensitivity and interpersonal alienation if hypotheses one to six were rejected at the .05 level of significance.

The two major scales of the POI -- Time Competence and Inner Directedness -- which include all test items with no item overlap are considered the best overall measure of self-actualization (Knapp, 1971). Therefore, if hypotheses seven and eight are rejected at the .05 level of significance the writer will consider that positive pre-post changes will have occurred to the course participants as a result of HRT. Indices of interpersonal alienation pre-test and post-test will also be correlated with all items on the LBI with no hypothesis.

All of the data obtained by the DAAL Questionnaire was subjected to statistical analysis through use of the IBM 360/67 computer. The computer program used, ANOV 12, correlated "t" tests, was

developed by W. Muir & D. Burnett. This program computes the significance of the difference between means and between variances for correlated samples. Also, a "t" value matrix as well as the corresponding probability matrix was generated through use of this program.

Testing of the Hypotheses

Hypothesis 1

There will be no significant difference on indices of interpersonal sensitivity from pre-test to post-test.

The combined subscales, Acceptance of Aggression (Scale 13) and, Capacity for Intimate Contact (Scale 14) of the POI were used in this study to measure the variable of interpersonal sensitivity. The criteria adopted by the experimenter earlier for rejection of the null hypothesis was set at the .05 level of significance. As can be seen from Table 3, the null hypothesis was upheld indicating that a significant positive change on the indices of interpersonal sensitivity could not be demonstrated from analysis of the data.

Hypothesis 2

There will be no significant difference on indices of self-awareness from pre-test to post-test.

The combined subscales of Self-Regard (Scale 9) and, Self-Acceptance (Scale 10) on the POI were postulated as an operational measure of self-awareness. The "t" test to determine the significance of the difference in means did not meet the .05 criteria deemed necessary for rejection of the null hypothesis as illustrated in Table 3.

Table 3

Means, Standard Deviations, and t values of dependent variables from Pretest to Posttest

VARIABLE	PRETEST M	PRETEST SD	POSTTEST M	POSTTEST SD	t	p
Self-Awareness	27.77	5.16	29.59	5.72	1.77	0.09 ns
Interpersonal Sensitivity	33.86	6.63	35.64	5.82	1.45	0.16 ns
Interpersonal Alienation	3.80	0.56	4.02	0.44	2.97**	0.007
SD - male friend	2.71	0.35	2.69	0.44	0.37	0.71 ns
SD - female friend	3.06	0.48	3.00	0.44	0.70	0.49 ns
SD - spouse	3.77	0.24	3.78	0.21	0.40	0.69 ns
Inner Directedness	84.22	12.60	89.00	11.17	2.36*	0.02
Time Competence	16.91	2.73	18.18	2.51	2.28*	0.03

ns - non significant; *p .05; ** p .01

Hypothesis 3

There will be no significant difference on indices of interpersonal alienation from pre-test to post-test.

Items from Keniston's Alienation Scale which purport to measure interpersonal alienation were drawn and combined with the five items of Srole's Anomie Scale to render a measure of interpersonal alienation. As indicated in Table 3, the null hypothesis indicating that there would be no change on indices of alienation as a result of HRT was rejected. The "t" test for differences indicate a significant change (.007) in mean scores as a result of HRT as illustrated in Table 3. Therefore, the data indicates that HRT in this study resulted in a significant decrease in feelings of interpersonal alienation.

Hypothesis 4

There will be no significant difference on indices of self-disclosure to male friend from pre-test to post-test.

Jourard's SDQ provided measures of self-disclosure in this research study. Table 3 illustrates the difference in means, standard deviations and t values from pre-test to post-test for disclosure to male friend, female friend and spouse. The null hypothesis predicting no significant change in self-disclosure to male friend as a result of HRT is upheld as no significant change is noted from analysis of the data.

Hypothesis 5

There will be no significant difference on indices of

self-disclosure to female friend from pre-test to post-test.

No significant difference in means was obtained as a result of HRT (Table 3) therefore the null hypothesis cannot be rejected.

Hypothesis 6

There will be no significant difference on indices of self-disclosure to spouse from pre-test to post-test.

Again the test results failed to show a significant change in disclosure to spouse and the null hypothesis is supported. There was no significant change on self-disclosure to spouse as a result of HRT (Table 3).

Hypothesis 7

There will be no significant difference on indices of inner directedness as determined by the POI from pre-test to post-test.

A change significant at the .02 level was demonstrated on indices of inner directedness as determined by the POI therefore the null hypothesis was rejected (Table 3).

Hypothesis 8

There will be no significant difference on indices of time competence as determined by the POI from pre-test to post-test.

Again, the null hypothesis was rejected as a significant change (.03) in the predicted direction is noted on the measure of Time Competence (Table 3).

Correlational Data

Correlations between all pre-test variables are presented in Table 4. In addition, correlations between all post-test variables are also presented in Table 4. The negative correlations are a

Table 4

Intercorrelations Among All Variables for Pretest and Posttest

VARIABLE	1	2	3	4	5	6	7	8
				PRETEST				
1. Alienation		-0.16	-0.11	0.27	0.10	-0.12	-0.24	-0.02
2. Disclosure-Male			0.58**	0.09	-0.28	0.09	-0.05	0.09
3. Disclosure - Female				0.28	0.24	0.24	0.22	0.16
4. Disclosure-Spouse					0.36	0.44	0.38	0.33
5. Time Competence						0.49**	0.49**	0.38
6. Inner Directedness							0.92***	0.92***
7. Self-Awareness								0.83***
8. Interpersonal Sensitivity								
				POSTTEST				
1. Alienation		-0.34	-0.31	0.14	-0.16	-0.03	-0.50**	-0.01
2. Discosure-Male			0.70***	-0.10	-0.00	0.18	0.29	0.38
3. Disclosure-Female				-0.02	0.17	0.10	0.42*	0.31
4. Disclosure-Spouse					0.33	0.29	0.10	0.26
5. Time Competence						0.52**	0.60**	0.33
6. Inner Directedness							0.76***	0.72***
7. Self Awareness								0.48*
8. Interpersonal Sensitivity								

*p .05
**p .01
***p .001

result of the scoring method. Persons who score high on indices of self-awareness, interpersonal sensitivity, time competence and inner directedness tend to score low on indices of alienation. In this study, low alienation scores represent low feelings of alienation by the trainee. Only low to moderate correlations between self-disclosure scores to the target persons and indices of self-awareness, interpersonal sensitivity, time competence and inner directedness are evident in this study.

Correlations between all pre-test and post-test variables are presented in Table 5. The low correlations among the disclosure measures suggest that for the HRT participants in this study, a certain level of self-disclosure was maintained. Also, the self-disclosure indices appear to represent independent measures. It may also indicate that an individual's level of disclosure tends to be maintained at a certain consistent level so that an increase in disclosure to one recipient results in a reduction of self-disclosure to another.

Additionally, the data presented in Table 4 indicate that correlations between indices of self-awareness and interpersonal sensitivity decrease in value from pre-test to post-test rather than increase as a result of treatment as expected, which casts some doubt on the reliability of the instruments used for measuring the above mentioned variables.

Correlations between all items on the LBI and indices of alienation pre-test and post-test are presented in Table 6 and

Table 5

Correlations Between Pre-test and Post-test Variables

	1	2	3	4	5	6	7	8
1. Alienation	.82	-.31	-.32	.28	.07	-.10	-.23	-.09
2. Disclosure - Male	-.23	.84	.30	-.08	-.43	.13	.08	.18
3. Disclosure - Female	-.19	.62	.71	.08	-.04	.26	.22	.22
4. Disclosure - Spouse	.08	-.14	.11	.86	.09	-.02	.13	-.26
5. Time Competence	-.12	-.10	.21	-.08	.53	.21	.31	.08
6. Inner Directedness	-.16	.01	.03	.27	.32	.70	.64	.50
7. Self-Awareness	-.56	.13	.24	-.05	.23	.58	.63	.43
8. Interpersonal Sensitivity	-.01	.23	.19	.49	.15	.66	.62	.60

Table 6

Correlations Between the Pretest and Posttest Means of Interpersonal Alienation and Individual Items of the Loving Behavior Inventory

LBI ITEM	PRETEST MEAN	POSTTEST MEAN
1	.43	.30
2	.03	.07
3	.65**	.68**
4	.46	.44
5	.63**	.65**
6	.57*	.60**
7	.36	.40
8	.35	.42
9	.18	.36
10	.13	.32
11	.50*	.60**
12	.36	.51*
13	.33	.26
14	.26	.23

*p .05

**p .01

their probabilities when R = 0 are indicated. Although many of the correlations are low to moderate there is a significantly high correlation (.67) between the overall pre-test sum of the LBI and indices of alienation. The probability of R = 0 is .0048. On the post-test measure the correlation is .74 and the probability that R = 0 is .0011 indicating a high degree of relationship between these measures.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study has sought to investigate how an experiential didactic group training procedure, Human Relations Training, would affect personality variables of self-awareness, interpersonal sensitivity, self-disclosure and feelings of interpersonal alienation.

Twenty-two subjects were measured before participating in a HRT course and then again immediately after. Seven major hypotheses were formulated which represented four dependent variables thought to be affected by HRT. Two additional minor hypothesis which were logical outgrowths of the major postulates were also tested. Although there was a significant positive change in the course participants on a measure of self-actualization, represented by the two minor hypotheses, and a significant decrease in feelings of interpersonal alienation, there were no significant changes in actual disclosure, or willingness to disclose, to three selected target persons. Furthermore, test indices of positive change on measures of self-awareness, and interpersonal sensitivity did not attain significance.

Much of the impetus and interest in human relations group training has come from Third Force psychology, a psychology that centered its interest on the potential of man, and man's posited inherent striving towards health. This psychology is interested in how man grows and develops his capacity for healthful interaction, productivity, creativity and positive striving rather than in man's inabilities, weaknesses and abnormalities. Human Relations Training appears for many interested in a health psychology to be a tool for promoting

qualities and skills deemed important for personal growth and healthy interaction. This study constitutes an attempt to investigate this claim.

Additionally, various theorists in humanistic psychology have placed a great deal of emphasis on the notion that one's psychological health is dependent on an efficient perception of reality and the ability to develop and maintain significant interpersonal relationships. From a humanistic flavoured framework, the author has attempted to show in the introductory chapters how the four dependent variables under study are conceptually interdependent. Theoretically, decreases or increases in any one of the variables would have a modifying effect on the remaining variables. A simple conceptual schema of this process model is that disclosure of significant aspects of oneself leads to self discovery and acceptance of one's real self. Moreover, a more accurate perception and acceptance of our own needs, feelings and values enables us to more accurately perceive and accept those human expressions of others. Since intimate knowing and acceptance of others is opposite to feelings of isolation and interpersonal alienation, the development of greater self-awareness and interpersonal sensitivity should lead to a reduction of such feelings of alienation. This study further hoped to demonstrate that HRT resulted in an overall improvement in the psychological health of its participants. Though research by Jansen, Garvey and Bonk, 1973; and others, suggest that the POI subscales may not render a valid measure of self-awareness and interpersonal sensitivity, other researchers (Drude, 1973; Lorr and Knapp, 1974) through their studies suggest that the POI subscales do provide such indices. As a result, these subscales were adopted

by the author as operational indices of these self-concept measures.

Conclusions

Although one of the major hypotheses was confirmed -- that there would be a significant decrease of the group mean on measures of interpersonal alienation -- and two of the minor hypothesis were also confirmed, both of which constituted an indication of movement toward self-actualization or increased psychological health, the proposition that self-disclosure, an assumed mechanism of change in HRT, would also increase significantly was not confirmed. Also, the suggestion that an increase in self-disclosure is directly related to personality changes of increased self-awareness and interpersonal sensitivity was far from being substantiated from data analysis. From inspection of Table 1, it can be seen that the "t" value for the difference in means for self-awareness is .09 and the "t" value for interpersonal sensitivity is .16 which indicates a positive trend toward increased awareness and sensitivity. From Table 3 it is also evident that the differences in group means for self-disclosure to the three target persons, male friend, female friend and spouse is not significant, nor does it indicate any trend toward increased self-disclosure.

With regard to self-disclosure a number of reasons may have influenced the outcome. One of the most obvious and certainly one that Jourard quite congently argues is that the SDQ is designed to assess self-disclosures in dyadic interactions and is not designed for use in an encounter lab or in any situation where public disclosures are called for (Jourard, 1971, p. 171). The experimenter's assumption that there would be, at least, a modicum of dyadic interaction, was at best an unsound assumption. Though the original intent and design

of the course was to enrich marriage relationships through HRT with some dyadic interaction, there was no control or measure of the length of time spent in this type of interaction or in the context in which it took place.

Another difficulty with the SDQ is that it is designed to measure a wide range of topical aspects of oneself (Jourard and Lasakow, 1958; Jourard and Resnick, 1970), with a varying and unknown intimacy value. Since intimacy and openness about central or important aspects of one's experience is what is essentially called for in HRT groups rather than disclosure of a variety of personal topics, any change in this dimension would be difficult to detect with this instrument. For example, disclosure of one's feelings about extra marital sexual relationships may be a central and important disclosure with profound impact for the discloser, and may occupy a great deal of time behaviorally and cognitively, but would have negligible effect on change measures.

Attesting to their findings and in a rather detailed discussion of self-disclosure as a mechanism of change in HRT, Leiberman, et al, (1973, pp. 356-360) indicate that the potency of self-disclosure as an agent for personality growth has been over-emphasized. They indicate that the frequency of disclosure appears not to effect the outcome and that it appears to have only importance for change in a participant if it were received in a proper situational context. For example, some of the "unchanged" and "negative outcome" participants appeared to disclose as much as the "learners", however, they seem to be out of context in that their relevance to the discloser was often missed by other members. They also tended to disclose much earlier in the operation of the group and as such may have been more situation

inappropriate. Finally, as Leiberman, et al (1973) point out ... "Many of the study participants experienced significant learning without ever self-disclosing in the encounter group (p. 360)." Therefore, the relationship between self-disclosure and self-awareness and other personality variables, though conceptually sound appears to lack any emperical grounds in Leiberman, et al's study. Moreover, their conclusions appear to be somewhat supported by the data in this study in that there appeared to be little correlation between measures of disclosure and indices of self-awareness and interpersonal sensitivity.

No significant change in means between pre and post measures of self-awareness and interpersonal sensitivity were obtained in this study. Although significant gains on these measures may have been achieved by individual participants it was hypothesized that a significant change would occur in the group mean of these indices. A measure of self-awareness was obtained by pooling items on subscale 9, Self-Regard, and items from subscale 10, Self-Acceptance. A measure of interpersonal sensitivity was obtained by pooling items on subscale 13, Acceptance of Aggression and subscale 14, Capacity for Intimate Contact. Shostrom (POI Manual, p. 20) postulates that the paired scales appear to be synergic and may be interpreted to examinees as representing the general area of self-perception in the case of paired subscales 9 and 10, and interpersonal sensitivity for scales 13 and 14. Shostrom (1973) notes that the initial items were representative of values and behavior thought to be important for self-actualization and were formulated in consultation with Abraham Maslow. They were then classified into logical categories representing various dimensions of self-actualization. As Shostrom (1973) notes there have been many

studies, cited by Shostrom, to test its validity and reliability. Since the original formulation of this test other studies, notably Klavetter and Mogar (1967), and Knapp (1971) through item and subscale analysis have determined that the subscales because of item overlap and high intercorrelations between scales do not represent independent dimensions of self-actualization. However, the two major scales, with no item overlap Time Competence and Inner Directedness, is considered to be a reliable and valid measure of self-actualization.

As such, indices in this study drawn from the POI and used to represent measures of self-awareness and interpersonal sensitivity, though probably representative of some measure of self-actualizing behavior and values, cannot be posited as validly measuring what they are supposed to be measuring. However, since self-awareness and interpersonal sensitivity are postulated as necessary elements of self-actualization, it may be that there were significant changes in these personality factors as well which were not detected on this instrument. This supports the findings of Klavetter and Mogar (1967) and Knapp (1971) who contend that while the POI is a good measure of self-actualizing behavior it cannot be regarded as a multidimensional personality instrument.

Moreover, though HRT has been well documented as a tool for inducing change in values and attitudes (Leiberman, et al, 1973) its potency for changing aspects of personality still has to be firmly established. It may be, as Campbell and Dunnette (1968) and Smith (1971) conclude in their surveys of research in group training, that the short training span of most groups relative to time in which personality traits are formed would be too much to expect from any change inducing process.

Finally the viewpoint that HRT provides for feelings of oneness, commonness and relatedness (Field, 1970; Rogers, 1970; and Lieberman, et al, 1973) is supported by results of this study wherein a significant decrease in feelings of interpersonal alienation was indicated by analysis of the data. However, since there were no follow-up measures to assess the durability of these reduced feelings of alienation, or their generalizability to relationships outside of the group condition, it would be foolhardy to conclude that HRT is a permanent or even a durable antidote for feelings of alienation.

Additionally, a source of possible contamination of the test results may have arisen from the letter sent to the registrants requesting their participation in the study since the letter suggests that changes do occur as a result of training in interpersonal relations; member expectations or feelings that they were supposed to have changed, may have biased the post-test measures.

Minimally, however, if one assumes that a test response bias did not occur, it may be that many of the HRT participants experienced their capacity for realizing communion and deeper relationships, though perhaps only temporarily; yet that in itself, is a positive move toward greater contentment and health.

Recommendations

A major weakness of this study is in its design. Because there was but one experimental group it is difficult to assess whether the changes that did occur were the result of factors outside of the HRT program. For example, relaxation and leisure

activities scheduled may have contributed to attitudinal and behavioral change in the participants. Also, since readings had a value orientation commensurate with some of the values represented by some of the humanistically flavored test items, it is difficult to determine without another experimental control to what degree this aspect influenced the findings. Also, with no control group one could not say definitely that the changes were not a function of the sample practice effect of completing the questionnaires twice. Additionally, one of the major weaknesses of questionnaire test formats is that expressions of how one behaves or would behave often does not correspond to or predict one's actual behavior.

As a result of these limitations with the present design, future studies should implement a design with a larger n and three experimental groups. One condition would be readings only; the second condition would be HRT only and the third experimental condition would be HRT and readings combined. Two control groups, one inert and the other a recreational group would also control for attitudinal or behavioral change that simply accrues from conjoint reactional activity, or from simply meeting together.

It seems also advisable to clearly specify the treatment condition, since it is difficult to know whether, in fact, the same treatment occurred for both groups.

Also, though behavioral indices of change may be more difficult to measure, it would be superior to relying on personality scales and questionnaires.

Finally, with all of the limitations indicated in this study, this writer could not be without serious risk in stating any firm conclusions that has resulted from this experiment. Suffice it to say, that for some HRT participants, training may offer them temporary respite from loneliness as well as teaching them values and attitudes that are consistent with humanistic theories of psychological health.

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APPENDIX A

FEES

	Reg'd Parti'ts	Spouse	Child
Univ. Tuition	$67.50	---	---
Course Fee	---	$30.00	---
Child Care and Activity Fee	---	---	$15.00
Cabin Rent*	17.50	---	---
Camping Space	7.50	---	---
Food**	35.00	35.00	35.00
Sub-Totals			
	TOTAL		

*Cabins are rustic with double bunk cots. Seven cabins are available.

**Food includes 3 meals per day plus a late evening snack. Children below 12 years of age receive a 10% discount and children below 6 years of age receive a 50% discount.

TYPICAL DAY'S SCHEDULE:

8:00 ..... Breakfast
9:00 - 11:30 .. Morning Program
(Adults and Children Separate)
12:00 ..... Lunch
12:30 - 3:30 .. Families relax and play
3:30 - 5:30 ... Afternoon Program
(Adults and Children Separate)
5:45 ..... Supper and Relax
7:00 ..... Family Leisure Enrichment
(Families together)
7:30 - 8:00 ... Free
8:00 - 10:00 .. Evening Program
(Adults and Children Separate)
10:00 ..... Snack

HE FAMILY LIFE EDUCATION COUNCIL OF EDMONTON,
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dmonton, Alberta.
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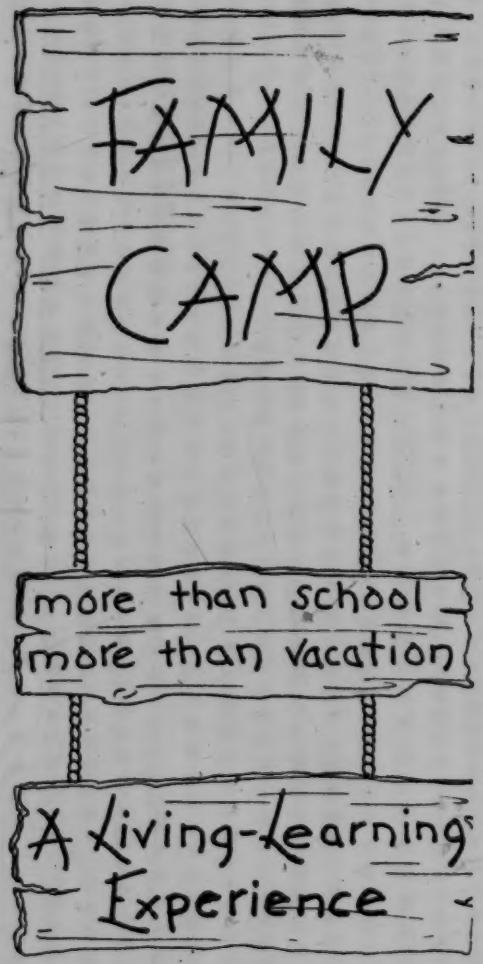

REGISTRATION INFORMATION

Procedures

A. If you have never registered at The University of Alberta previously, the procedure to follow is:

1. Complete form: Application for Admission to University of Alberta, available from the Registrar's Office.
2. Application fee: $10.00
3. Deadline for Application for Admission - April 1, 1973
4. Proceed as per C. below.

B. If you have registered previously:

1. Complete a Re-enrollment form in your faculty if you have been away one term or more.
2. Proceed as per C. below.

C. Enrollment for Summer Session:

1. Enroll in Summer Session with form from the Summer Session Office or the Registrar's Office.
2. Registration fee: $10.00
3. Deadline for application - April 30, 1973.

SEND ALL REGISTRATION MATERIAL DIRECTLY TO REGISTRAR'S OFFICE.

For registration forms contact:

The Summer Session Office,
301 Campus Towers,
University of Alberta,
Edmonton, Alberta. T6G 0Y1.

COURSE DESCRIPTION

FAM 449: Theory & Practice in Developmental Communication.

Credits: 3

Time: 1st session - Supper (June 29) - Lunch (July 4).
2nd session - Supper (July 6) - Lunch (July 11).

Eligibility: You may enroll twice for FAM 449 so long as the topics are different.

Description:

A didactic and experiential program focusing upon awareness and skills in personal development and relationships. Some of the areas of exploration will be: positive experience theory, dependence-independence-interdependence, a systems approach to communication, communication styles and stances, self-fulfillment vs. relationship or self-fulfillment through relationship, "The Third Alternative", sexuality and communication, and "Developmental Marriage."

This course will be a live-in experience held at Moonlight Bay Camp on Lake Wabamum. Research has indicated that our behavior can change in group interaction for that specific group. However, there has been a lack of evidence to that change carrying over into our "back home" lives. This experience allows for us to increase awareness and skills of our communication behavior conjointly with our spouse and/or other significant persons.

Participants are expected to complete a readings list prior to the course.

The course will be suitable for teachers, counsellors, people interested in family life education, social workers, clergy, teens, and couples.

Instructor: Ed Branch

Ed Branch is Family Life Consultant with The Family Life Education Council of Edmonton. He is on the executive of the Edmonton Association for Continuing Education and Recreation, and is president of The Hyphen Consultants, Ltd.

Ed and his wife, Mary Ette, like to work together as a team when they can. They have led Developmental Communication experiences for groups and organizations in Alberta, B.C., and the States. Also, Mary Ette and Ed have: developed and published a communications game for couples called "Two-To-One", developed several communication programs for couples and families, done several television programs including a national program on CBC's "Take 30" and most of all continue to look for enjoyable ways for people to learn together. The Family Camp is one such experience and following the success of last summer's camp has evolved to its present form.

For further information regarding this course, please contact:

Ed Branch,
The Family Life Education Council
2nd Floor, 10019 - 103 Street.
Telephone: 429-5828

or

Dr. Diane Kieren,
Division of Family Studies,
School of Household Economics,
University of Alberta.
Telephone: 432-5766.

#15 - 11615 - 124th Street
EDMONTON, Alberta
May 10th, 1973

Registrant
FAM 449

Dear Registrant:

Re: FAMILY CAMP - FAM 449 - Summer Session 1973

May I have your assistance in a research project designed to determine changes in certain aspects of personality as a result of communications training. Although, I am aware that more and more demands are being placed on your time, I would be grateful if you would spare me one and one half to two hours to complete a two part questionnaire.

Proponants of Human Relations Training have indicated that training in communications skills can affect certain personality and attitudinal variables. As one means of testing the above assumption, I hope to collect data by means of questionnaires that will be distributed to you, if you agree to participate.

Because revealing the personality variables in advance of answering the questionnaire may adversely effect the validity of this study, I cannot reveal what I wish to measure. However, I can say that I am not measuring morals, or values.

Furthermore, because each questionnaire will be identified by a number only your anonymity is assured. Therefore, your frank and honest opinions will be appreciated.

The first part of this questionnaire will be sent to you by mail. Please answer the questionnaire immediately and return it in the stamped, self-addressed envelope which will be enclosed.

The second part of this questionnaire will be given to you at the completion of the FAM 449 course and I would be grateful if you would again complete the questionnaire on the following day, and return it in a stamped, self-addressed envelope which will be supplied for you.

Please note that although this study has the sanction of the course Instructor, Mr. Ed Branch, and Dr. Diane Kieren of the Division of Family Studies, you are not required to co-operate in this project by completing the questionnaires. Particicpation in this study is not part of the FAM 449 course, nor will it effect your final grade. However, because it is important to me, for

purposes of my research design, that the greater majority of the registrants for this course complete the questionnaires, it is my hope that you do not object to being a participant.

If you do not wish to participate in this project, please phone me at 455-3949 (during the evening) or 432-3756 (during the day) upon receipt of this letter. If I do not hear from you within three days of the mailing date, I will assume that you are willing to co-operate in this study and a questionnaire will be sent to you automatically.

Note: If you live outside of Edmonton you may phone me collect during the evening at 455-3949.

Please remember that you will not be required to place your name on the questionnaire and, therefore, you will remain anonymous. However, if you wish to learn the results of this study upon its completion, please indicate in a space provided for you at the end of Part II of the questionnaire and a summary of the results will be sent to you.

I thank you in anticipation of your co-operation.

Yours sincerely,

Michael F. Pashelka

MFP/bap

MARRIED REGISTRANTS - PLEASE NOTE:

If you plan to have your spouse attend the Family Camp, either parttime or for the full 5-day term, please have your spouse complete a questionnaire as well as yourself. His, or her participation in this study is very important for this research project.

Thank you.

APPENDIX B

SUMMER SESSION 1973

PRE-SESSION STUDY FOR FAMILY STUDIES 449

Instructor: Ed Branch

Students should read the following books and articles:

BOOKS:

OPEN MARRIAGE, by Nena and George O'Neill, M. Evans and Co., N.Y.

BETWEEN MAN AND WOMAN, by Everett Shostrom and James Cavanaugh, Nash Publications.

FREEDOM TO BE, by Everett Shostrom, Prentice Hall Publishers.

PEOPLE MAKING, by Virginia Satir, Science & Behavior Books.

BETWEEN PARENT & CHILD, by Dr. Haim C. Ginott, Avon Books.

PARENT EFFECTIVENESS TRAINING, by Dr. Thomas Gordon, Wyden Publishers.

ARTICLES:

"The Dynamogenic Factors in Pacemaking and Competition", by N. Triplett

"Man And His Nourishment", by Carkhuff

"Five Kinds of Relationship", by Cuber and Haroff

"Spousal Adaptability: An Assessment of Marital Competence", by D. Kieren and I. Tallman

"Toward A Theory of Parent Education", by Buckland.

A limited quantity of the above are available through the University of Alberta Bookstore. The Education Library has also been requested to place the above books on reserve.

Copies of the articles may be ordered at cost from the Department of Family Studies.

APPENDIX C

Guide to Instruments Used on DAAL Questionnaire

Section A - Srole's Anomie Scale

Section B - Subscale 4 of Keniston's Alienation Scale ... Interpersonal Alienation

Section C - Jourard's Self-Disclosure Questionnaire

Section D - The Personal Orientation Inventory

Section E - E. Branch's Loving Behavior Inventory (included in pre-test Part I - only).

DAAL QUESTIONNAIRE - PART I

DIRECTIONS

Please indicate your age, sex and marital status in the spaces provided below. If your present marital status is married [ ], please indicate in the space provided, the number of years you have been married. Do not place your name on the questionnaire as it is not necessary for the purposes of this study.

AGE: _____ SEX: MALE [ ] FEMALE [ ]

MARITAL STATUS: SINGLE [ ] MARRIED [ ] DIVORCED [ ] SEPARATED [ ] WIDOW(ER) [ ]

NUMBER OF YEARS MARRIED (if appropriate - see above) _____

This questionnaire is divided into five Sections A, B, C, D, and E. Please read the instructions at the beginning of each section carefully before answering the items in each Section. Answer SECTION E (the last Section) only if you are married.

For those Sections which ask your opinion, please indicate your own personal opinion of each statement. Do not indicate what you ought to believe or what others (spouse, fiance(e), friends, etc.) may want you to believe. Try to indicate how you really feel about each statement.

Please answer every question in Sections A, B, and C. If you are presently married answer every question in Section E. Omit this section if you are not now married.

There are no right or wrong answers. This test does not measure ability or intelligence, only how you are feeling, or behaving at this moment.

Work quickly, we want your first reaction to each item.

CONFIDENTIALITY

Remember, these questionnaires will be seen only by the Educational Research Staff at the University of Alberta. Each questionnaire is identified only by number so that your anonymity is assured. Only group measures on certain variables will be of interest to us, not individual items on each questionnaire.

NOW OPEN THE QUESTIONNAIRE AND BEGIN SECTION A.

SECTION A

DIRECTIONS: There are five statements in this section numbered 1 to 5. Please indicate your own personal opinion of each statement by placing a check mark in the appropriate box at the end of each statement.

See the following example:

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
A. [ ]	B. [ ]	C. [ ]	D. [ ]	E. [ ]

Thus, if you strongly agree with a statement, place a check mark in box A, if you strongly disagree, place a check mark in box E. If you don't care either way, place a check mark in box C. If you agree or disagree less strongly, place a check mark in box B or D.

NOW BEGIN

1. *There's little use writing to public officials because they aren't interested in the problems of the average man.*

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
A. [ ]	B. [ ]	C. [ ]	D. [ ]	E. [ ]

2. *Nowadays a person has to live pretty much for today and let tomorrow take care of itself.*

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
A. [ ]	B. [ ]	C. [ ]	D. [ ]	E. [ ]

3. *In spite of what some people say, the lot of the average man is getting worse, not better.*

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
A. [ ]	B. [ ]	C. [ ]	D. [ ]	E. [ ]

4. *It's hardly fair to bring children into the world with the way things look for the future.*

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
A. [ ]	B. [ ]	C. [ ]	D. [ ]	E. [ ]

5. *These days a person doesn't really know whom he can count on.*

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
A. [ ]	B. [ ]	C. [ ]	D. [ ]	E. [ ]

SECTION B

DIRECTIONS: There are ten statements in this section numbered 6 to 15. As in the preceding Section, Section A, indicate your own personal opinion of each statement by placing a check mark in the appropriate box at the end of each statement.

PLEASE BEGIN AND REMEMBER TO WORK AS QUICKLY AS YOU CAN.

6. *The longer I live, the more I realize how basically alone and friendless we all are.*

STRONGLY AGREE *AGREE* *UNDECIDED* *DISAGREE* *STRONGLY DISAGREE*

A. [ ] B. [ ] C. [ ] D. [ ] E. [ ]

7. *I doubt if I will ever find anyone who really understands me.*

STRONGLY AGREE *AGREE* *UNDECIDED* *DISAGREE* *STRONGLY DISAGREE*

A. [ ] B. [ ] C. [ ] D. [ ] E. [ ]

8. *It is generally advisable to avoid intense personal attachements.*

STRONGLY AGREE *AGREE* *UNDECIDED* *DISAGREE* *STRONGLY DISAGREE*

A. [ ] B. [ ] C. [ ] D. [ ] E. [ ]

9. *I expect neither help nor praise nor sympathy from others.*

STRONGLY AGREE *AGREE* *UNDECIDED* *DISAGREE* *STRONGLY DISAGREE*

A. [ ] B. [ ] C. [ ] D. [ ] E. [ ]

10. *Emotional commitments to others are usually the prelude to disillusion and disappointment.*

STRONGLY AGREE *AGREE* *UNDECIDED* *DISAGREE* *STRONGLY DISAGREE*

A. [ ] B. [ ] C. [ ] D. [ ] E. [ ]

11. *Here today, gone tomorrow --- that's my motto!*

A. [ ] B. [ ] C. [ ] D. [ ] E. [ ]

12. *A man must learn to tolerate loneliness and solitude: it is very rare that he can find a companion who is prepared to accept him for what he is.*

STRONGLY AGREE *AGREE* *UNDECIDED* *DISAGREE* *STRONGLY DISAGREE*

A. [ ] B. [ ] C. [ ] D. [ ] E. [ ]

13. *One should build his life around things which will not require the support of other people, for there is no more potent source of dissatisfaction than unfulfilled hopes about others.*

STRONGLY AGREE *AGREE* *UNDECIDED* *DISAGREE* *STRONGLY DISAGREE*

A. [ ] B. [ ] C. [ ] D. [ ] E. [ ]

14. *Much as a man may seek true understanding from others, he must reconcile himself to living <u>without</u> it.*

STRONGLY AGREE *AGREE* *UNDECIDED* *DISAGREE* *STRONGLY DISAGREE*

A. [ ] B. [ ] C. [ ] D. [ ] E. [ ]

15. *A wise man expects little from others; thus he avoids the frustration of failure and the despair of disillusion.*

STRONGLY AGREE *AGREE* *UNDECIDED* *DISAGREE* *STRONGLY DISAGREE*

A. [ ] B. [ ] C. [ ] D. [ ] E. [ ]

SECTION C

WHO KNOWS YOU?

INTRODUCTION: People differ in the extent to which they let other people know them. We are seeking to investigate what people tell others about themselves.

Naturally, the things that are true about your personality, your feelings, your problems, hopes and actions will change as you get on with living. Therefore, the idea that other people have about you will be out of date from time to time. What was true about you last week or last year may no longer be true. When you see people after a lapse of time, and you want them to know you as you now are, you tell them about yourself so that they will have a more up-to-date picture of you. If you don't want them to know, you don't tell them, even if they ask you personal questions.

Some of the things about yourself you will regard as more personal and private than others; people differ widely in what they consider appropriate to let others know, and what they consider is nobody's business but their own.

DIRECTIONS: Below there is a list of topics that pertain to you. Following the list of topics you will find an answer sheet which you may detach in order to work more efficiently. We want you to indicate on the special answer sheet the degree to which you have let each of several people in your life know this information about you.

You have a reasonably good idea of how much about yourself you have let each of the people know about you in the past, and how current and up-to-date their knowledge about you is at the present.

Therefore, will you indicate on the answer sheet the extent to which each of the other persons NOW knows the pertinent facts about you. In other words, how complete, up-to-date, and accurate is their picture of you as you are now. Use the scale guideline at the top of your answer sheet to indicate your answers.

HERE ARE THE LIST OF TOPICS:

1. What you dislike about your overall appearance.
2. The things about your appearance that you like most, or are proudest of.
3. Your chief health concern, worry, or problem, at the present time.
4. Your favorite spare-time hobbies or interests.
5. Your food dislikes at present.
6. Your religious activity at present - whether or not you go to church; which one; how often.
7. Your personal religious views.
8. Your favorite reading materials - kinds of magazines, books, or papers you usually read.
9. What particularly annoys you most about your closest friend of the opposite sex or (if married) your spouse.
10. Whether or not you have sex problems, and the nature of these problems, if any.
11. An accurate knowledge of your sex life up to the present - e.g. the names of your sex partners in the past and present, if any; your ways of getting sexual gratification.

SECTION C - ANSWER SHEET WHO KNOWS YOU

Mark your answers in this way by using either 0, 1, 2 or X:

0: The other person doesn't know me in this respect right now, because I haven't told him or let him know in any other ways.

1: The other person has a general idea of who I am now, of what is true in this respect, but his idea of me is not complete, or up-to-date.

2: The other person fully knows me as I now am in this respect, because I have talked about this topic to him fully in the recent past, and things have not changed. I have kept him fully informed about this aspect of me.

X: Write in an X instead of an 0 for those items which you would not confide to the person even if that person asked you to reveal the information.

	MALE FRIEND	FEMALE FRIEND	SPOUSE		MALE FRIEND	FEMALE FRIEND	SPOUSE
1				21			
2				22			
3				23			
4				24			
5				25			
6				26			
7				27			
8				28			
9				29			
10				30			
11				31			
12				32			
13				33			
14				34			
15				35			
16				36			
17				37			
18				38			
19				39			
20				40			

12. Things about your own personality that worry you or annoy you.

13. The chief pressures and strains in your daily work.

14. Things about the future that you worry about at present.

15. What you are most sensitive about.

16. What you feel the guiltiest about, or most ashamed of in your past.

17. Your views about what is acceptable sex morality for people to follow.

18. The kind of music you enjoy listening to the most.

19. The subjects you did not, or do not like at school.

20. Whether or not you do anything special to maintain or improve your appearance, e.g., diet, exercise, etc.

21. The kind of behavior in others that most annoys you, or makes you furious.

22. The characteristics of your father that you do not like, or did not like.

23. Characteristics of your mother that you do not like, or did not like.

24. Your most frequent daydream - what you daydream about most.

25. The feelings you have the most trouble controlling, e.g., worry, depression, anger, jealousy, etc.

26. The biggest disappointment that you have had in your life.

27. How you feel about your choice of life work.

28. What you regard as your chief handicaps to doing a better job in your work or studies.

29. Your views on the segregation of whites and Negroes.

30. Your thoughts and feelings about other religious groups than you own.

31. Your strongest ambition at the present time.

32. Whether or not you have planned some major decision in the near future, e.g., a new job, break engagement, get married, divorce, buy something big.

33. Your favorite jokes - the kind of jokes you like to hear.

34. Whether or not you have savings; if so, the amount.

35. The possessions you are proudest of, and take greatest care of e.g., your car, or musical instrument, or furniture, etc.

36. How you usually sleep, e.g., well, or poorly, or with help of drugs.

37. Your favorite television programs.

38. Your favorite comics.

39. The groups or clubs or organizations you belong to, e.g., fraternity, lodge, bridge club, YMCA, professional organizations, etc.

40. The beverages you do not like to drink, e.g., coffee, tea, coke, beer, liquor, etc., and your preferred beverages.

SECTION D

DIRECTIONS: This section consists of pairs of numbered statements. Read each statement and decide which of the two paired statements most consistently applies to you.

If the first statement of the pair is TRUE or MOSTLY TRUE as applied to you, circle the letter "a" at the head of that statement. If the second statement is TRUE or MOSTLY TRUE as applied to you, circle the letter "b" at the head of that statement. For example, if one of the paired statements read as follows:

(a) *I fear heights.*

b. *I do not fear heights.*

If you believe that statement "a" of the pair is TRUE or MOSTLY TRUE as applied to you, circle the letter "a" as indicated in the above example. If you believe that the second statement is TRUE or MOSTLY TRUE as applied to you, you would have circled the letter "b" at the head of the second statement instead.

If neither statement applies to you, or if they refer to something you don't know about, make no answer. Do not circle either statement. Remember to give your own opinion of yourself and do not leave any statement unanswered if you can help it.

PLEASE BEGIN

1. a. *I am bound by the principle of fairness.*
   b. *I am not absolutely bound by the principle of fairness.*
2. a. *When a friend does me a favor, I feel that I must return it.*
   b. *When a friend does me a favour, I do not feel that I must return it.*
3. a. *I feel I must always tell the truth.*
   b. *I do not always tell the truth.*
4. a. *No matter how hard I try, my feelings are often hurt.*
   b. *If I manage the situation right, I can avoid being hurt.*
5. a. *I feel that I must strive for perfection in everything that I undertake.*
   b. *I do not feel that I must strive for perfection in everything that I undertake.*
6. a. *I often make my decisions spontaneously.*
   b. *I seldom make my decisions spontaneously.*
7. a. *I am afraid to be myself.*
   b. *I am not afraid to be myself.*
8. a. *I feel obligated when a stranger does me a favor.*
   b. *I do not feel obligated when a stranger does me a favor.*
9. a. *I feel that I have a right to expect others to do what I want of them.*
   b. *I do not feel that I have a right to expect others to do what I want of them.*
10. a. *I live by values which are in agreement with others.*
    b. *I live by values which are primarily based on my own feelings.*
11. a. *I am concerned with self-improvement at all times.*
    b. *I am not concerned with self-improvement at all times.*
12. a. *I feel guilty when I am selfish.*
    b. *I don't feel guilty when I am selfish.*
13. a. *I have no objection to getting angry.*
    b. *Anger is something I try to avoid.*
14. a. *For me, anything is possible if I believe in myself.*
    b. *I have a lot of natural limitations even though I believe in myself.*
15. a. *I put others' interests before my own.*
    b. *I do not put other's interests before my own.*

16. a. I sometimes feel embarrased by compliments.

b. I am not embarrassed by compliments.

17. a. I believe it is important to accept others as they are.

b. I believe it is important to understand why others are as they are.

18. a. I can put off until tomorrow what I ought to do today.

b. I don't put off until tomorrow what I ought to do today.

19. a. I can give without requiring the other person to appreciate what I give.

b. I have a right to expect the other person to appreciate what I give.

20. a. My moral values are dictated by society.

b. My moral values are self-determined.

21. a. I do what others expect of me.

b. I feel free to not do what others expect of me.

22. a. I accept my weaknesses.

b. I don't accept my weaknesses.

23. a. In order to grow emotionally, it is necessary to know why I act as I do.

b. In order to grow emotionally, it is not necessary to know why I act as I do.

24. a. Sometimes I am cross when I am not feeling well.

b. I am hardly ever cross.

25. a. It is necessary that others approve of what I do.

b. It is not always necessary that others approve of what I do.

26. a. I am afraid of making mistakes.

b. I am not afraid of making mistakes.

27. a. I trust the decisions I make spontaneously.

b. I do not trust the decisions I make spontaneously.

28. a. My feelings of self-worth depend on how much I accomplish.

b. My feelings of self-worth do not depend on how much I accomplish.

29. a. I fear failure.

b. I don't fear failure.

30. a. My moral values are determined, for the most part, by the thoughts, feelings and decisions of others.

b. My moral values are not determined, for the most part, by the thoughts, feelings and decisions of others.

31. a. It is possible to live life in terms of what I want to do.

b. It is not possible to live life in terms of what I want to do.

32. a. I can cope with the ups and downs of life.

b. I cannot cope with the ups and downs of life.

33. a. I believe in saying what I feel in dealing with others.

b. I do not believe in saying what I feel in dealing with others.

34. a. Children should realize that they do not have the same rights and privileges as adults.

b. It is not important to make an issue of rights and privileges.

35. a. I can "stick my neck out" in my relations with others.

b. I avoid "sticking my neck out" in my relations with others.

36. a. I believe the pursuit of self-interest is opposed to interest in others.

b. I believe the pursuit of self-interest is not opposed to interest in others.

37. a. I find that I have rejected many of the moral values I was taught.

b. I have not rejected any of the moral values I was taught.

38. a. I live in terms of my wants, likes, dislikes and values.

b. I do not live in terms of my wants, likes, dislikes and values.

39. a. I trust my ability to size up a situation.

b. I do not trust my ability to size up a situation.

40. a. I believe I have an innate capacity to cope with life.

b. I do not believe I have an innate capacity to cope with life.

41. a. I must justify my actions in the pursuit of my own interests.

    b. I need not justify my actions in the pursuit of my own interests.

42. a. I am bothered by fears of being inadequate.

    b. I am not bothered by fears of being inadequate.

43. a. I believe that man is essentially good and can be trusted.

    b. I believe that man is essentially evil and cannot be trusted.

44. a. I live by the rules and standards of society.

    b. I do not always need to live by the rules and standards of society.

45. a. I am bound by my duties and obligations to others.

    b. I am not bound by my duties and obligations to others.

46. a. Reasons are needed to justify my feelings.

    b. Reasons are not needed to justify my feelings.

47. a. There are times when just being silent is the best way I can express my feelings.

    b. I find it difficult to express my feelings by just being silent.

48. a. I often feel it necessary to defend my past actions.

    b. I do not feel it necessary to defend my past actions.

49. a. I like everyone I know.

    b. I do not like everyone I know.

50. a. Criticism threatens my self-esteem.

    b. Criticism does not threaten my self-esteem.

51. a. I believe that knowledge of what is right makes people act right.

    b. I do not believe that knowledge of what is right necessarily makes people act right.

52. a. I am afraid to be angry at those I love.

    b. I feel free to be angry at those I love.

53. a. My basic responsibility is to be aware of my own needs.

    b. My basic responsibility is to be aware of others' needs.

54. a. Impressing others is most important.

    b. Expressing myself is most important.

55. a. To feel right, I need always to please others.

    b. I can feel right without always having to please others.

56. a. I will risk a friendship in order to say or do what I believe is right.

    b. I will not risk a friendship just to say or do what is right.

57. a. I feel bound to keep the promises I make.

    b. I do not always feel bound to keep the promises I make.

58. a. I must avoid sorrow at all costs.

    b. It is not necessary for me to avoid sorrow.

59. a. I strive always to predict what will happen in the future.

    b. I do not feel it necessary always to predict what will happen in the future.

60. a. It is important that others accept my point of view.

    b. It is not necessary for others to accept my point of view.

61. a. I only feel free to express warm feelings to my friends.

    b. I feel free to express both warm and hostile feelings to my friends.

62. a. There are many times when it is more important to express feelings than to carefully evaluate the situation.

    b. There are very few times when it is more important to express feelings than to carefully evaluate the situation.

63. a. I welcome criticism as an opportunity for growth.

    b. I do not welcome criticism as an opportunity for growth.

64. a. Appearances are all-important.

    b. Appearances are not terribly important.

65. a. I hardly ever gossip.

    b. I gossip a little at times.

66. a. I feel free to reveal my weaknesses among friends.

    b. I do not feel free to reveal my weaknesses among friends.

67. a. I should always assume responsibility for other people's feelings.

    b. I need not always assume responsibility for other people's feelings.

68. a. I feel free to be myself and bear the consequences.

    b. I do not feel free to be myself and bear the consequences.

69. a. I already know all I need to know about my feelings.

    b. As life goes on, I continue to know more and more about my feelings.

70. a. I hesitate to show my weaknesses among strangers.

    b. I do not hesitate to show my weaknesses among strangers.

71. a. I will continue to grow only by setting my sights on a high-level, socially approved goal.

    b. I will continue to grow best by being myself.

72. a. I accept inconsistencies within myself.

    b. I cannot accept inconsistencies within myself.

73. a. Man is naturally cooperative.

    b. Man is naturally antagonistic.

74. a. I don't mind laughing at a dirty joke.

    b. I hardly ever laugh at a dirty joke.

75. a. Happiness is a by-product in human relationships.

    b. Happiness is an end in human relationships.

76. a. I only feel free to show friendly feelings to strangers.

    b. I only feel free to show both friendly and unfriendly feelings to strangers.

77. a. I try to be sincere but I sometimes fail.

    b. I try to be sincere and I am sincere.

78. a. Self-interest is natural.

    b. Self-interest is unnatural.

79. a. A neutral party can measure a happy relationship by observation.

    b. A neutral party cannot measure a happy relationship by observation.

80. a. For me, work and play are the same.

    b. For me, work and play are opposites.

81. a. Two people will get along best if each concentrates on pleasing the other.

    b. Two people can get along best if each person feels free to express himself.

82. a. I have feelings of resentment about things that are past.

    b. I do not have feelings of resentment about things that are past.

83. a. I like only masculine men and feminine women.

    b. I like men and women who show masculinity as well as femininity.

84. a. I actively attempt to avoid embarrassment whenever I can.

    b. I do not actively attempt to avoid embarrassment.

85. a. I blame my parents for a lot of my troubles.

    b. I do not blame my parents for my troubles.

86. a. I feel that a person should be silly only at the right time and place.

    b. I can be silly when I feel like it.

87. a. People should always repent their wrongdoings.

    b. People need not always repent their wrongdoings.

88. a. I worry about the future.

    b. I do not worry about the future.

89. a. Kindness and ruthlessness must be opposites.

    b. Kindness and ruthlessness need not be opposites.

90. a. I prefer to save good things for future use.

b. I prefer to use good things now.

91. a. People should always control their anger.

b. People should express honestly-felt anger.

92. a. The truly spiritual man is sometimes sensual.

b. The truly spiritual man is never sensual.

93. a. I am able to express my feelings even when they sometimes result in undesirable consequences.

b. I am unable to express my feelings if they are likely to result in undesirable consequences.

94. a. I am often ashamed of some of the emotions that I feel bubbling up within me.

b. I do not feel ashamed of my emotions.

95. a. I have had mysterious or ecstatic experiences.

b. I have never had mysterious or ecstatic experiences.

96. a. I am orthodoxly religious.

b. I am not orthodoxly religious.

97. a. I am completely free of guilt.

b. I am not free of guilt.

98. a. I have a problem in fusing sex and love.

b. I have no problem in fusing sex and love.

99. a. I enjoy detachment and privacy.

b. I do not enjoy detachment and privacy.

100. a. I feel dedicated to my work.

b. I do not feel dedicated to my work.

101. a. I can express affection regardless of whether it is returned.

b. I cannot express affection unless I am sure it will be returned.

102. a. Living for the future is as important as living for the moment.

b. Only living for the moment is important.

103. a. It is better to be yourself.

b. It is better to be popular.

104. a. Wishing and imagining can be bad.

b. Wishing and imagining are always good.

105. a. I spend more time preparing to live.

b. I spend more time actually living.

106. a. I am loved because I give love.

b. I am loved because I am lovable.

107. a. When I really love myself, everybody will love me.

b. When I really love myself, there will still be those who won't love me.

108. a. I can let other people control me.

b. I can let other people control me if I am sure they will not continue to control me.

109. a. As they are, people sometimes annoy me.

b. As they are, people do not annoy me.

110. a. Living for the future gives my life its primary meaning.

b. Only when living for the future ties into living for the present does my life have meaning.

111. a. I follow diligently the motto, "Don't waste your time".

b. I do not feel bound by the motto, "Don't waste your time."

112. a. What I have been in the past dictates the kind of person I will be.

b. What I have been in the past does not necessarily dictate the kind of person I will be.

113. a. It is important to me how I live in the here and now.

b. It is of little importance to me how I live in the here and now.

114. a. I have had an experience where life seemed just perfect.

b. I have never had an experience where life seemed just perfect.

115. a. Evil is the result of frustration in trying to be good.

b. Evil is an intrinsic part of human nature which fights good.

116. a. A person can completely change his essential nature.

b. A person can never change his essential nature.

117. a. I am afraid to be tender.

b. I am not afraid to be tender.

118. a. I am assertive and affirming.

b. I am not assertive and affirming.

119. a. Women should be trusting and yielding.

b. Women should not be trusting and yielding.

120. a. I see myself as others see me.

b. I do not see myself as others see me.

121. a. It is a good idea to think about your greatest potential.

b. A person who thinks about his greatest potential gets conceited.

122. a. Men should be assertive and affirming.

b. Men should not be assertive and affirming.

123. a. I am able to risk being myself.

b. I am not able to risk being myself.

124. a. I feel the need to be doing something significant all of the time.

b. I do not feel the need to be doing something significant all of the time.

125. a. I suffer from memories.

b. I do not suffer from memories.

126. a. Men and women must be both yielding and assertive.

b. Men and women must not be both yielding and assertive.

127. a. I like to participate actively in intense discussions.

b. I do not like to participate actively in intense discussions.

128. a. I am self-sufficient.

b. I am not self-sufficient.

129. a. I like to withdraw from others for extended periods of time.

b. I do not like to withdraw from others for extended periods of time.

130. a. I always play fair.

b. Sometimes I cheat a little.

131. a. Sometimes I feel so angry I want to destroy or hurt others.

b. I never feel so angry that I want to destroy or hurt others.

132. a. I feel certain and secure in my relationships with others.

b. I feel uncertain and insecure in my relationships with others.

133. a. I like to withdraw temporarily from others.

b. I do not like to withdraw temporarily from others.

134. a. I can accept my mistakes.

b. I cannot accept my mistakes.

135. a. I find some people who are stupid and uninteresting.

b. I never find any people who are stupid and uninteresting.

136. a. I regret my past.

b. I do not regret my past.

137. a. Being myself is helpful to others.

b. Just being myself is not helpful to others.

138. a. I have had moments of intense happiness when I felt like I was experiencing a kind of ecstasy or bliss.

b. I have not had moments of intense happiness when I felt like I was experiencing a kind of bliss.

139. a. People have an instinct for evil.

b. People do not have an instinct for evil.

140. a. For me, the future usually seems hopeful.

b. For me, the future often seems hopeless.

141. a. People are both good and evil.

b. People are not both good and evil.

142. a. My past is a stepping stone for the future.

b. My past is a handicap to me future.

143. a. "Killing time" is a problem for me.

b. "Killing time" is not a problem for me.

144. a. For me, past, present and future is in meaningful continuity.

b. For me, the present is an island, unrelated to the past and future.

145. a. My hope for the future depends on having friends.

b. My hope for the future does not depend on having friends.

146. a. I can like people without having to approve of them.

b. I cannot like people unless I also approve of them.

147. a. People are basically good.

b. People are not basically good.

148. a. Honesty is always the best policy.

b. There are times when honesty is not the best policy.

149. a. I can feel comfortable with less than a perfect performance.

b. I feel uncomfortable with anything less than a perfect performance.

150. a. I can overcome any obstacles as long as I believe in myself.

b. I cannot overcome every obstacle even if I believe in myself.

SECTION E

ANSWER THIS SECTION ONLY IF YOU ARE PRESENTLY MARRIED.

DIRECTIONS: This inventory consists of pairs of numbered statements. The first statement of each item asks you to rate your spouse on the behavior indicated in the statement. The second statement of each item asks you to rate yourself on the behavior indicated in the statement.

You are to give your own evaluation of how your spouse and yourself behave in regard to each statement. Do not consult your spouse about any of these behaviors. We want your evaluation as you see it.

PLEASE BEGIN

1. (a) Over a period of two weeks, my spouse generally shows an interest in listening to my interests (or to me):

not at all _____ very few times _____ several times _____ many times _____

(b) Over a period of two weeks, I generally show an interest in listening to my spouse's interests (or to her/him)

not at all _____ very few times _____ several times _____ many times _____

2. (a) Over a period of two weeks, my spouse generally does or says something which lets me know that she/he values and appreciates me:

not at all _____ very few times _____ several times _____ many times _____

(b) Over a period of two weeks, I generally do something or say something which lets my spouse know that I value and appreciate her/him.

not at all _____ very few times _____ several times _____ many times _____

3. (a) Over a period of two weeks, my spouse generally lets me know in a clear and definite manner that she/he would enjoy doing something or going somewhere with me:

not at all _____ very few times _____ several times _____ many times _____

(b) Over a period of two weeks, I generally let my spouse know in a clear and definite manner that I would enjoy doing something or going somewhere with her/him:

not at all _____ very few times _____ several times _____ many times _____

4. (a) Over a period of two weeks, my spouse generally involves herself/himself in activities she/he enjoys which do not include me:

not at all _____ very few times _____ several times _____ many times _____

(b) Over a period of two weeks, I generally involve myself in activities I enjoy which do not include my spouse:

not at all _____ very few times _____ several times _____ many times _____

5. (a) Over a period of two weeks, my spouse generally tells me that I am loved:

not at all _____ very few times _____ several times _____ many times _____

(b) Over a period of two weeks, I generally tell my spouse that he/she is loved:

not at all _____ very few times _____ several times _____ many times _____

6. (a) Over a period of two weeks, I generally let my spouse know, in a clear and definite manner that I want a sexually pleasuring experiencd with her/him:

not at all _____ very few times _____ several times _____ many times _____

(b) Over a period of two weeks, my spouse generally lets me know, in a clear and definite manner, that he/she wants a sexually pleasuring experience with me:

not at all _____ very few times _____ several times _____ many times _____

7. (a) During our times of sexual pleasuring, my spouse generally lets me know that I am pleasing her/him:

not at all _____ very few times _____ several times _____ many times _____

(b) During our times of sexual pleasuring, I generally let my spouse know that she/he is pleasing me:

not at all _____ very few times _____ several times _____ many times _____

DAAL QUESTIONNAIRE - PART II

DIRECTIONS

This second portion of the Questionnaire is divided into five Sections A, B, C, D and E. Please read the instructions at the beginning of each section carefully before answering the items in each section.

You will recognize as you proceed through the questionnaire that many of the items are the same as those you answered previously some six weeks ago. However, we would like you to answer those questions again by indicating your own personal opinion of each statement as you now feel about them. Do not try to remember how you answered them previously, only how you feel about the statements at this moment.

Remember, do not indicate what you ought to believe or what others (spouse, fiance(e), friends, etc.) may want you to believe. Try to indicate how you really feel about each statement at this time.

A REMINDER:

There are no right or wrong answers. This test does not measure ability or intelligence, only how you feel at this moment. However, work as quickly as you can as we would like your first reaction, not a long drawn out thought process.

Remember that you will remain anonymous.

PLEASE PROCEED WITH SECTION A.

SECTION E

HAVE YOU HAD TRAINING IN COMMUNICATIONS SKILLS PREVIOUSLY?

If you have, please indicate in the space provided below in two or three brief statements where and when you received such training and the course format employed, i.e. Did this training consist of theory as well as practice?

_____

_____

_____

_____

_____

_____

In conclusion, we would like you to rate certain aspects of this course as stated below. Please rate each aspect as you honestly feel. Rate each aspect by placing the appropriate letter in the space provided next to the statement number. See guideline below:

A - completely satisfied
B - very satisfied
C - satisfied
D - marginally satisfied
E - not satisfied

Answer question 5 only if you attended camp with your spouse or fiance(e).

_____ 1. *The setting and accommodation at this camp.*

_____ 2. *The theoretical aspect of the instruction.*

_____ 3. *The practical aspect of the instruction.*

_____ 4. *The relationships that I was able to establish at camp.*

_____ 5. *The relationship I was able to establish with my spouse, or fiance(e) as a result of the camp experience.*

THAT'S ALL - THANK YOU - YOU DESERVE A REST

[ ] I would like to receive a summary of the results of this study.

NAME: _____

ADDRESS: _____

[ ] You need not send me the results of this study.